



**Westampton Township School District**

World Languages  
Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: January 4, 2016



# Westampton Township School District

World Languages  
Curriculum Guide

Kindergarten – Eighth Grade

World Languages Curriculum Writing Team

Carmen Friedman

Connie Austin-Heredia

Barbara Gallagher

Jennifer Murray

Amy Stuck

Westampton Board of Education

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*Vice President*

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Mr. Thomas Faunka  
*School Business Administrator*

Dr. Rachel Feldman  
*Principal, Holly Hills Elementary School*

Mr. Matt Andris  
*Principal, Westampton Middle School*

Mrs. Jennifer Murray  
*Supervisor of Curriculum and Instruction*

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# Introduction

## **District Mission Statement**

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

## **Vision Statement**

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

## **Curriculum and Instruction Vision Statement**

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

## **World Language Education Philosophy**

Childhood is an ideal time to begin the study of another language. Young children are interested in learning new sounds and new ways to express themselves. They are uninhibited and willingly participate in games and other language activities. Since children are often learning concepts such as colors, counting and adding, weather, and other skills in their native language, it seems only natural for them to acquire an additional vocabulary for these concepts in the foreign language.

Elementary school world languages play a critical role in the development of the high levels of language proficiency required to meet our nation's needs. Learning a language takes time. Students who begin early in their schooling have the opportunity to develop a wide ranging vocabulary and to master the syntax required for effective communication. A well-articulated, sequential curriculum can build upon the skills acquired in the elementary grades and allow for the introduction of more advanced structures and career-oriented vocabulary in the secondary years. Further, the elementary grades are an excellent time to begin to develop positive cross-cultural attitudes, and integral part of any language program in an increasingly interdependent world.

Studying a foreign language helps students to broaden their personal and professional opportunities by giving them the ability to communicate in other languages and the understanding needed to function in different cultural contents.

## World Language Program Goals

The overall program goals will emphasize communication in the language at a basic literacy level and on understanding of the interrelationship between language and culture. The core areas of instruction will therefore be:

- Interpretive Mode (understanding and interpretation of spoken or written communication)
- Interpersonal Mode (direct oral or written communication)
- Presentational Mode (spoken or written communication for an audience)

Interpretive Mode - Students understand and interpret within the appropriate cultural context spoken and written communication.

Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines".

Interpersonal Mode - Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.

Presentational Mode - Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

The world languages standard is benchmarked by proficiency levels, rather than grade levels. The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the *ACTFL Proficiency Guidelines—Writing* (ACTFL, 2001). The levels are reflected in the following proficiency statements:

- **Novice-Mid Level:** Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.
- **Novice-High Level:** Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- **Intermediate-Low Level:** Students communicate *using simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

## Curriculum Guide

The World Languages Curriculum is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2014 New Jersey Student Learning Standards.

The curriculum format and template is largely influenced by Understanding by Design, Expanded 2<sup>nd</sup> Edition by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, and resources, tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. However, since the backward design model acknowledges that there are many “entry points” to writing curriculum and designing units, teachers have opportunity throughout the school year to include additional information in all areas of the curriculum to ensure that there is alignment, clarity, and rigor throughout the curriculum. This curriculum is organized into broad units that can be incorporated into interdisciplinary lessons. The world language teacher can use this curriculum to support curriculum efforts in other areas, while developing within student, the capacity for world language literacy. The goal of the units is to start in Kindergarten with basic fundamentals of world languages. Skills are addressed at each grade level with the goal of reaching the intermediate-low level of proficiency by the end of eighth grade.

This curriculum's use of individual units, without a direct scope and sequence in the curriculum is to allow for flexibility in the world language classrooms as well as the subject areas. The ability to integrate these skills into the classrooms, as well as, develop new units is the key benefit to this approach to the curriculum. Therefore, this guide is ongoing and will continue to evolve as world language instruction evolves and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.



# World Languages Curriculum

Westampton Township School District

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Grade K Content Area: World Languages

Theme/Unit: Greetings and Introductions		Suggested Sequence: January -4 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I better understand when I do not know everything I read and hear?</li> <li>• How can I talk to someone in another language when I am just starting to learn it?</li> <li>• What will help my classmates, my teacher, and others understand me better?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</li> <li>• Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</li> <li>• I can only talk about things that I have practiced saying.</li> <li>• Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b>            Develop an understanding of basic greetings (hello, my name is, etc.) in another language.            Accurately use greetings and introductions in the appropriate context.</p>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Greetings Video-Spanish Champs</li> <li>• Hola Buenos Dias Song-Spanish Champs</li> <li>• Book: Me llamo</li> </ul>	<p><b>Suggested Vocabulary:</b>            Hola, Buenos dias, me llamo</p> <p><b>Technology:</b>            Spanish Champs DVD            Spanish Champs Songs CD  <a href="http://www.epals.com">www.epals.com</a>  <a href="http://www.skype.com">www.skype.com</a>  <a href="http://www.voicethread.com">www.voicethread.com</a></p>	

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Grade K Content Area: World Languages

**Recommended Instructional Activities:**

1. Use physical movement to demonstrate understanding while teacher provides a series of commands
2. Draw pictures that demonstrate understanding while teacher provides a series of commands
3. Hold up picture that correspond to the message delivered while listening to a story, song, or poem
4. Use gestures, visuals, or body movement to reenact a story as the teacher tells it

**Extension Strategies/Activities:**

- SKYPE another class to share greetings and introductions

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health-2.2.2.A.1 (Interpersonal Communication)

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

Social Studies-6.3.4.A.4 Communication with others

**Speaking and Listening:**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups

SL.K.2 Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Perform a physical activity that shows comprehension of a teacher's instructions
- Use gestures appropriately in context (respond to statements or initiate conversation)

**Other Assessment Evidence:**

- Identify a gesture from a selection of gestures provided
- Hold up pictures that correspond to a given greeting

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Grade K Content Area: World Languages

Theme/Unit: Colors and Numbers	Suggested Sequence: February-March; 8 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li><li>• What role does stereotyping play in forming</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Grade K Content Area: World Languages

and sustaining prejudices about other cultures?

**Knowledge, Skills, and Instructional Objectives:**

Develop an understanding of basic colors and numbers 1-10 in another language.

Accurately use the words for colors and numbers in the appropriate context in another language.

**Instructional Materials/Resources:**

Colors Video-Spanish Champs  
Numbers Video-Spanish Champs  
Rojo, Amarillo Song-Spanish Champs  
Un elefante Song-Spanish Champs  
Tengo Un Amigo Song-Spanish Champs  
Book: Mis Amigos

**Suggested Vocabulary:**

Rojo, amarillo, verde, azul, uno, dos, tres, cuarto, cinco, seis, siete, ocho, nueve, días

**Technology:**

Spanish Champs DVD  
Spanish Champs Songs CD  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Draw pictures that demonstrate understanding while teacher provides a series of commands
2. Hold up a picture/crayon that correspond to the appropriate color or number
3. Use gestures, visuals, or body movement to demonstrate a number as the teacher states it

**Extension Strategies/Activities:**

- Identify numbers 11-20 in another language
- Increase the number of colors identified in another language
- Twister game in another language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

Social Studies-6.3.4.A.4 Communication with others

**Speaking and Listening:**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups

SL.K.2 Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

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**Suggested Assessments:**

**Performance Task:**

- Count 1-10 in another language
- Verbally identify colors in another language

**Other Assessment Evidence:**

- Participation in singing songs in another language that reinforce key words

Theme/Unit: Clothing	Suggested Sequence: April -3 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the</li> </ul>	

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- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

- culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

**Knowledge, Skills, and Instructional Objectives:**

Develop an understanding of clothing of other cultures.

Explore similarities and differences in the clothing of other cultures.

**Instructional Materials/Resources:**

Clothes Video-Spanish Champs  
Me visto asi Song-Spanish Champs

**Suggested Vocabulary:**

clothing-la ropa, dress — *el vestido*, gloves — *los guantes*, hat — *el sombrero*, jacket — *la chaqueta*, jeans — *los jeans*, shirt — *la camisa*, shoe — *el zapato*, shorts — *los pantalones cortos*, skirt — *la falda*, sweater — *el suéter*, *el jersey*, *la chompa*, T-shirt — *la camiseta*, *la playera*

**Technology:**

Spanish Champs DVD  
Spanish Champs Songs CD  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Categorize clothing of different cultures
2. Explore how clothing of children is similar to and different from children in the target culture
3. Have a cultural fashion show demonstrating examples of clothing from other cultures

**Extension Strategies/Activities:**

- Skype with another class in another country and compare clothing

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

Social Studies-6.3.4.A.4 Communication with others

**Speaking and Listening:**



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Grade K Content Area: World Languages

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups

SL.K.2 Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

- Identify visual representations of articles of clothing when hearing the term for the item stated in another language
- Verbally identify clothing items in another language

Other Assessment Evidence:

- Participation in singing songs in another language that reinforce key words

Theme/Unit: Food		Suggested Sequence: April-May, 3 weeks
<b>NJSLS:</b>		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
<b>Big Ideas:</b>		
<ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in</li> </ul>		<ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring</li> </ul>



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Grade K Content Area: World Languages

<p>linguistically and culturally appropriate ways?</p> <ul style="list-style-type: none"> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>	<p>strategies to fill communication gaps.</p> <ul style="list-style-type: none"> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>
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**Knowledge, Skills, and Instructional Objectives:**

Identify various foods of other cultures.

Use other languages to identify foods.

**Instructional Materials/Resources:**

- Food Video-Spanish Champs
- Me da una manzana Song-Spanish Champs
- Book: A Juan le Gusta

**Suggested Vocabulary:**

**la bebida** *n.* drink, beverage, **caliente** *adj.* warm, hot, **la carta** *n.* menu, **el chocolate** *n.* chocolate, **cocinar** *v.* to cook, **la comida** *n.* food; meal; lunch, **la ensalada** *n.* salad, **la fresa** *n.* strawberry, **fresco** *adj.* fresh; cool, chilled, **la fruta** *n.* (piece of) fruit, **el huevo** *n.* egg, **el jamón** *n.* ham, **la judía** *n.* bean, **la manzana** *n.* apple

**Technology:**

Spanish Champs DVD  
 Spanish Champs Songs CD  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Work in pairs or small groups to categorize pictures of culturally authentic foods
2. Compare items found in lunch boxes of students in the classroom with students in another country
3. Create a shopping list of foods from a culturally authentic food pyramid
4. Read authentic menus in a target language

**Extension Strategies/Activities:**

Skype students from another country to discuss food items of both cultures

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

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Grade K Content Area: World Languages

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

Speaking and Listening:

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups

SL.K.2 Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

- Identify culturally authentic food items by naming them in the target language
- Match printed word of food items to pictures of the food item

Other Assessment Evidence:

- Participation in singing songs in another language that reinforce key words
- Participation in discussions about and categorizations of foods from other cultures

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Grade K Content Area: World Languages

Theme/Unit: Body	Suggested Sequence: May-June, 4 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1</p> <p>7.1.NM.A.2</p> <p>7.1.NM.A.3</p> <p>7.1.NM.A.5</p> <p>7.1.NM.B.2</p> <p>7.1.NM.B.3</p> <p>7.1.NM.B.5</p> <p>7.1.NM.C.2</p> <p>7.1.NM.C.3</p> <p>7.1.NM.C.4</p> <p>7.1.NM.C.5</p>	<p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p>	<ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	

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Grade K Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

Identify parts of the body in a target language.

Express hurt or injury in the target language to the learned parts of the body.

**Instructional Materials/Resources:**

Body Video-Spanish Champs  
Tengo una Cabeza Song-Spanish Champs  
El burro y el medico Song-Spanish Champs  
Book: Me cuerpo

**Suggested Vocabulary:**

El burron, el medico, los ojos, la nariz, me duele, la cabeza, la boca, los pies, las orejas, las piernas, las rodillas, los brazos, la panza, el pelo

**Technology:**

Spanish Champs DVD  
Spanish Champs Songs CD  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Play Simon Says in a target language
2. Act out "El burro y el medico"
3. Draw a body and label the parts in the target language

**Extension Strategies/Activities:**

Play Twister in target language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.2.2.A.1 Expressing self in health and safety situations

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups

SL.K.2 Confirm understanding of information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

## Westampton Township School District

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Grade K Content Area: World Languages

### Performance Task:

- Use physical movement to demonstrate understanding while the teacher says words in a target language
- Match pictures of body parts to the written word for that body part in a target language

### Other Assessment Evidence:

- Participation in singing songs in another language that reinforce key words
- Participation in Simon Says in target language

Westampton Township School District

Curriculum Guide

Grade 1 Content Area: World Languages

Theme/Unit: Feelings	Suggested Sequence: October-November, 6 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Grade 1 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Express likes and dislikes in a target language

**Instructional Materials/Resources:**

Los Sentimientos Video-Spanish Champs  
Los Sentimientos Song-Spanish Champs  
Los Pollitos Song-Spanish Champs  
Book: Los pollitos y la gallina

**Suggested Vocabulary:**

Setntimientos  
Me gusta  
No me gusta

**Technology:**

- Spanish Champs DVD
- Spanish Champs Songs CD
- [www.epals.com](http://www.epals.com)
- [www.skype.com](http://www.skype.com)
- [www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Listen to authentic video or voice thread in which individuals describe their likes and dislikes.
2. Interview students in target country schools to identify their feelings on various topics.
3. Match feeling words in target language to pictures illustrating feeling.

**Extension Strategies/Activities:**

Create sentences by combining feeling words with other known words in target language.

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.2.2.A.1 Expressing feelings

Health—2.1.2.E.1 Social and emotional needs

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.6 Produce complete sentences when appropriate to task and situation

**21<sup>st</sup> Century Skills**

**Westampton Township School District**

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Grade 1 Content Area: World Languages

CRP3. Attend to personal health and financial well-being  
CRP4. Communicate clearly and effectively and with reason  
CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Act out a feeling to demonstrate understanding of stated feeling in a target language
- Match pictures of feelings to the written word for that feeling in a target language

**Other Assessment Evidence:**

- Participation in singing songs in another language that reinforce key words
- Drawings to illustrate feelings in a target language



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Grade 1 Content Area: World Languages

Theme/Unit: Sentences	Suggested Sequence: November-December, 3 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Grade 1 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Speak in complete sentences in a target language to express feelings such as “I am hungry”, “I am cold”, “I like”, and “I want”.

**Instructional Materials/Resources:**

- Me Llamo Juan & Clothes Video-Spanish Champs
- Que Es Video-Spanish Champs
- Me gusta el pan Song-Spanish Champs
- Las cosas que me gustan Song-Spanish Champs
- Book: Me Llamo Juan & Clothes
- Book: Eva Y los Globos

**Suggested Vocabulary:**

Me gusta, no me gusta, tengo hambre, tengo frio, quiero

**Technology:**

- Spanish Champs DVD
- Spanish Champs Songs CD
- [www.epals.com](http://www.epals.com)
- [www.skype.com](http://www.skype.com)
- [www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Use sentences in the target language to state “I am hungry”, “I am cold”, “I like”, “I want”
2. Give commands in target language that describe the feelings above and have students respond with appropriate actions (i.e. get a sweater or blanket, hand a food item, etc.)
3. Practice sentences to describe feelings with students from a classroom in the target language.

**Extension Strategies/Activities:**

Put sentence puzzle pieces together in target language to accurately portray a sentence in the target language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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Health—2.2.2.A.1 Expressing feelings

Health—2.1.2.E.1 Social and emotional needs

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

SL.1.6 Produce complete sentences when appropriate to task and situation

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Act out a stated sentence to demonstrate understanding of the sentence in a target language

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Grade 1 Content Area: World Languages

- Other Assessment Evidence:
- Match illustrations of sentences to the written word for that sentence in a target language
  - Participation in singing songs in another language that reinforce key words
  - Drawings to illustrate sentences in a target language

Theme/Unit: Size	Suggested Sequence: January, 3 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li> <li>• What role does stereotyping play in forming</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>

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Grade 1 Content Area: World Languages

and sustaining prejudices about other cultures?	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Describe size in a target language</li></ul>	
<b>Instructional Materials/Resources:</b> SALSA-Episode 1: Goldilocks and the Three Bears	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <ul style="list-style-type: none"><li><a href="http://www.epals.com">www.epals.com</a></li><li><a href="http://www.skype.com">www.skype.com</a></li><li><a href="http://www.voicethread.com">www.voicethread.com</a></li></ul>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>Identify the size of various objects in the target language</li><li>Compare and categorize objects of different sizes in the target language</li></ol>	
<b>Extension Strategies/Activities:</b>  Categorize objects based on two attributes in target language (i.e. size and color)	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>Picture clues</li><li>Prompting and modeling</li><li>Restate instruction</li><li>Modify assignments as necessary</li><li>Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures  Speaking and Listening:  SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly SL.1.6 Produce complete sentences when appropriate to task and situation  21 <sup>st</sup> Century Skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence	
<b>Suggested Assessments:</b> Performance Task:	

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- Other Assessment Evidence:
- Match illustrations of objects of a certain size to the written word for that size in a target language
  - Drawings to illustrate size stated by the teacher in a target language

Theme/Unit: Temperatures/Weather	Suggested Sequence: January-February, 3weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on</li> </ul>

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<p>and social practices?</p> <ul style="list-style-type: none"><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p>their own attitudes, values and beliefs</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"><li>• Describe the basic weather in a target language</li><li>• Describe temperatures (hot, cold) in a target language</li></ul>	
<p><b>Instructional Materials/Resources:</b> SALSA-Episode 2: Making Soup</p>	<p><b>Suggested Vocabulary:</b></p> <p><b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a> <a href="http://www.weather.com">www.weather.com</a></p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Identify the basic types of weather in the target language</li><li>• Describe the temperature of food in illustrations</li></ul>	
<p><b>Extension Strategies/Activities:</b> Combine weather words and temperature words to describe the weather in a complete sentence in a target language.</p>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<p><b>Technology/Cross-curricular Connections/Standards:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Science: 5.4.F—Climate and Weather</p> <p><b>Speaking and Listening:</b></p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation</p> <p><b>21<sup>st</sup> Century Skills</b></p> <p>CRP3. Attend to personal health and financial well-being</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP12. Work productively in teams using cultural global competence</p>	
<p><b>Suggested Assessments:</b></p> <p>Performance Task:</p> <ul style="list-style-type: none"><li>• Match illustrations of weather and temperature to the written word in a target language</li></ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>• Illustrate a weather or temperature stated by the teacher in a target language</li></ul>	



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Theme/Unit: Colors	Suggested Sequence: February-April, 8 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"><li>• Identify colors in a target language</li></ul>	

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<b>Instructional Materials/Resources:</b> SALSA—Episode 3: The New Chair SALSA—Episode 4: Hide and Seek SALSA—Episode 5: The Birthday Party	<b>Suggested Vocabulary:</b> Rojo, Amarillo, azul, verde  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>1. Play “Red Light, Green Light” in target language</li><li>2. Sort objects by color attributes in target language</li></ol>	
<b>Extension Strategies/Activities:</b> Sort and classify objects by multiple attributes in a target language (i.e. size and color)	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Visual Art—1.3.2.D.3 Verbal and visual art vocabulary SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly SL.1.6 Produce complete sentences when appropriate to task and situation  <b>21<sup>st</sup> Century Skills</b> CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence	
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>• Sort objects by stated color attributes in target language</li></ul> Other Assessment Evidence: <ul style="list-style-type: none"><li>• Accurate participation in “Red Light, Green Light” game</li></ul>	



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Theme/Unit: Foods	Suggested Sequence: April-May, 4 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"><li>• Identify some basic foods in a target language</li></ul>	

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**Instructional Materials/Resources:**  
SALSA—Episode 6: Too Many Cooks

**Suggested Vocabulary:**

**Technology:**  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create an illustrated menu of basic foods in a target language
2. “Shop” for basic food items in a classroom store by using the terms for the food in the target language
3. Compare lunch items with students in another school in a target language

**Extension Strategies/Activities:**

Expand food menu to include descriptions such as color, size, and temperature in the target language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Health—2.1.2.B Nutrition**

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- SL.1.6 Produce complete sentences when appropriate to task and situation

**21<sup>st</sup> Century Skills**

- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively and with reason
- CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

- Create a menu of food items, labeling the foods in a target language

Other Assessment Evidence:

- Match pictures of food items to the written word for that food item in a target language

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Grade 2 Content Area: World Languages

Theme/Unit: Family and Friends		Suggested Sequence: October—1 week; January—2 weeks
<b>NJSLS:</b>		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
<b>Big Ideas:</b>		
<ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>		<ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b>		
<ul style="list-style-type: none"> <li>• Identify members of the family and friends in a target language</li> </ul>		
<b>Instructional Materials/Resources:</b>		<b>Suggested Vocabulary:</b>
SALSA—Episode 7: Little Red Riding Hood		Amigo, abuelo, abuela, mama, papa, hermano,

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SALSA—Episode 12: The Wolf’s Share	hermana  Technology: <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>1. Illustrate and label families and friends</li><li>2. Create a family tree</li></ol>	
<b>Extension Strategies/Activities:</b> Identify extended family members in a target language	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Health—2.4.A Relationships Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures</p> <p><b>Speaking and Listening:</b></p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>second grade topics</i> with peers and adults in small and larger groups</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>SL.2.4 Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> <p>21<sup>st</sup> Century Skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence</p>	
<b>Suggested Assessments:</b> <p>Performance Task:</p> <ul style="list-style-type: none"><li>• Illustrate and label a family tree</li><li>• Match pictures of family members or friends to the written word in a target language</li></ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>• Participation in singing songs in about family members in another language that reinforce key words</li></ul>	

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Grade 2 Content Area: World Languages

Theme/Unit: Foods	Suggested Sequence: February-March, 6 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Curriculum Guide

Grade 2 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Identify basic foods in a target language

**Instructional Materials/Resources:**

SALSA—Episode 12: The Wolf’s Share  
SALSA—Episode 14: Special Delivery

**Suggested Vocabulary:**

**Technology:**

[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create an illustrated menu of basic foods in a target language
2. “Shop” for basic food items in a classroom store by using the terms for the food in the target language
3. Compare dinner items with students in another school in a target language

**Extension Strategies/Activities:**

Create a menu with more food descriptors such as size and color

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.1.2.B Nutrition

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.2.1 Participate in collaborative conversations with diverse partners about *second grade topics* with peers and adults in small and larger groups

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

SL.2.4 Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Create (illustrate and label) a food menu in the target language
- “Shop” for items identified by the teacher in the target language

**Other Assessment Evidence**

- Participation in discussions with students from other cultures about food items



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Curriculum Guide

Grade 2 Content Area: World Languages

Theme/Unit: Feelings	Suggested Sequence: October—2 weeks; April 2 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>	

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Grade 2 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Express basic feelings in a target language

**Instructional Materials/Resources:**

SALSA—Episode 7: Little Red Riding Hood  
SALSA—Episode 11: Little Blue Riding Hood  
SALSA—Episode 17: Happy Birthday Monster

**Suggested Vocabulary:**

Me gusta,

**Technology:**

[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Play “If Your Happy and You Know It” using feeling words in a target language
2. Play “Charades”, acting out a feeling in a target language

**Extension Strategies/Activities:**

Create sentences by combining feeling words with other known words in target language.

**Modification Strategies/Activities:**

Picture clues  
Prompting and modeling  
Restate instruction  
Modify assignments as necessary  
Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.2.2.A.1 Expressing feelings

Health—2.1.2.E.1 Social and emotional needs

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.2.1 Participate in collaborative conversations with diverse partners about *second grade topics* with peers and adults in small and larger groups

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

SL.2.4 Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Act out a feeling to demonstrate understanding of stated feeling in a target language
- Match pictures of feelings to the written word for that feeling in a target language



**Westampton Township School District**

Curriculum Guide

Grade 2 Content Area: World Languages

**Other Assessment Evidence:**

- Drawings to illustrate feelings in a target language

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Curriculum Guide

Grade 2 Content Area: World Languages

Theme/Unit: Body Parts	Suggested Sequence: November-January, 9 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Grade 2 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Identify parts of the body in a target language

**Instructional Materials/Resources:**

- SALSA—Episode 8: Disguises
- SALSA—Episode 9: Manners
- SALSA—Episode 10: Gutbusters
- SALSA—Episode 13: Three Clever Goats
- SALSA—Episode 16: Monster Mayhem

**Suggested Vocabulary:**

**Technology:**

**Recommended Instructional Activities:**

1. Play Simon Says in a target language
2. Draw a body and label the parts in the target language

**Extension Strategies/Activities:**

- Illustrate and label a body book for younger students
- Play Twister in a target language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.1.2.A.2 Personal Growth and Development

Science—5.3.4.A.3 Organization and Development

**Speaking and Listening:**

SL.2.1 Participate in collaborative conversations with diverse partners about *second grade topics* with peers and adults in small and larger groups

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media

SL.2.4 Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Use physical movement to demonstrate understanding while the teacher says words in a target language
- Match pictures of body parts to the written word for that body part in a target language

**Other Assessment Evidence:**

- Participation in Simon Says in target language

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Curriculum Guide

Grade 2 Content Area: World Languages

<b>Theme/Unit:</b> Numbers and Colors		<b>Suggested Sequence:</b> April—2 weeks
<b>NJSLS:</b>		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
<b>Big Ideas:</b>		
<ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> </ul>		
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>		<ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b>		
<ul style="list-style-type: none"> <li>• Develop an understanding of basic colors and numbers 1-10 in another language.</li> <li>• Accurately use the words for colors and numbers in the appropriate context in another language.</li> </ul>		
<b>Instructional Materials/Resources:</b>		<b>Suggested Vocabulary:</b>

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Grade 2 Content Area: World Languages

SALSA—Episode 18: Highway Robbery  
SALSA—Episode 15: Quiz Show

Technology:  
[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Draw pictures that Hold up a picture/crayon that correspond to the appropriate color or number
2. Use gestures, visuals, or body movement to demonstrate a number as the teacher states it
3. Count out objects (amount given by teacher) in another language

**Extension Strategies/Activities:**

- Identify numbers 11-20 in another language
- Increase the number of colors identified in another language
- Twister game in another language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Math-Counting and Cardinality**

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

- SL.2.1 Participate in collaborative conversations with diverse partners about *second grade topics* with peers and adults in small and larger groups
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- SL.2.4 Recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Count 1-10 in another language
- Verbally identify colors in another language

**Other Assessment Evidence:**

- Participation in singing songs in another language that reinforce key words

Westampton Township School District

Curriculum Guide

Grade 3 Content Area: World Languages

Theme/Unit: Animals	Suggested Sequence: October—2 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Identify animals in a target language</li> </ul>		

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Grade 3 Content Area: World Languages

<b>Instructional Materials/Resources:</b> SALSA—Episode 19: Little Red Hen	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>1. Play animals charades (Act out animals and have students respond with what animal it is in a target language)</li><li>2. Create an illustration of a zoo and label the animals in a target language</li><li>3. Create a multimedia presentation on animals in a target language to share with students from another country</li></ol>	
<b>Extension Strategies/Activities:</b> Create a 3-D version of the zoo, labeling animals in a target language and using other words to provide descriptions of the animals, such as color and size	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Science—5.3.4.A Organization and Development</p> <p>Speaking and Listening:</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>third grade topics</i>, building on others’ ideas and expressing their own clearly</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p> <p>21<sup>st</sup> Century Skills</p> <p>CRP3. Attend to personal health and financial well-being</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>CRP12. Work productively in teams using cultural global competence</p>	
<b>Suggested Assessments:</b> <p>Performance Task:</p> <ul style="list-style-type: none"><li>• Act out an animal stated by teacher in a target language</li><li>• Match pictures of animals to the written word for that animal in a target language</li></ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>• Drawings to and labels to illustrate knowledge of animals in a target language</li></ul>	



Westampton Township School District

Curriculum Guide

Grade 3 Content Area: World Languages

Theme/Unit: Foods	Suggested Sequence: November—2 weeks; January—2 weeks; March—4 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>



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Grade 3 Content Area: World Languages

<ul style="list-style-type: none"><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Identify foods in a target language</li></ul>	
<b>Instructional Materials/Resources:</b>  SALSA—Episode 20: The Armadillo’s Hamburgers SALSA—Episode 24: A Dark and Stormy Night SALSA—Episode 27: Super Armadillo SALSA—Episode 28: The Great Ice Cream Robbery	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>1. Create a multimedia presentation on foods in a target language to share with students from another country</li><li>2. Create an illustrated menu of basic foods in a target language</li><li>3. Compare breakfast items with students in another school in a target language</li></ol>	
<b>Extension Strategies/Activities:</b> Create a multimedia menu that labels and describes foods in a target language	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Health—2.1.2.B Nutrition Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures Speaking and Listening: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>third grade topics</i> , building on others’ ideas and expressing their own clearly SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  21 <sup>st</sup> Century Skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence	
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>• Create a multimedia food menu with labels for foods in a target language</li><li>• Match pictures of foods to the written word for that food in a target language</li></ul>	

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Grade 3 Content Area: World Languages

**Other Assessment Evidence:**

- Participation in discussions with students from other cultures about food items

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Grade 3 Content Area: World Languages

Theme/Unit: School Supplies	Suggested Sequence: December—2 weeks; February—2 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	

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Grade 3 Content Area: World Languages

and sustaining prejudices about other cultures?	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Identify various types of school supplies in a target language</li></ul>	
<b>Instructional Materials/Resources:</b> SALSA—Episode 22: Finally Nine SALSA—Episode 26: The Goat’s Vacation	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>Talk with students from another language about supplies used at school</li><li>Create a back to school supply list for students with illustrations and labels in a target language</li><li>Create a multimedia presentation on school supplies in a target language to share with students from another country</li></ol>	
<b>Extension Strategies/Activities:</b> Create an interactive multimedia supply list labeling school supplies in a target language and using other words to provide descriptions of the supplies, such as color and size	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>Picture clues</li><li>Prompting and modeling</li><li>Restate instruction</li><li>Modify assignments as necessary</li><li>Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures  Speaking and Listening:  SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>third grade topics</i> , building on others’ ideas and expressing their own clearly SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  21 <sup>st</sup> Century Skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence	
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>Match pictures of school supplies to the written word for the school supply in a target language</li></ul> Other Assessment Evidence: <ul style="list-style-type: none"><li>Drawings to and labels to illustrate knowledge of animals in a target language</li></ul>	

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Grade 3 Content Area: World Languages

Theme/Unit: Body Parts	Suggested Sequence: April—4 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	

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Grade 3 Content Area: World Languages

and sustaining prejudices about other cultures?	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Identify body parts in a target language</li></ul>	
<b>Instructional Materials/Resources:</b> SALSA—Episode 29: The Red Shoes	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>Create a multimedia presentation of a body in a target language to share with students from another country</li><li>Play Twister in a target language</li><li>Draw a body and label the parts in the target language</li></ol>	
<b>Extension Strategies/Activities:</b> Play Simon Says in a target language	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>Picture clues</li><li>Prompting and modeling</li><li>Restate instruction</li><li>Modify assignments as necessary</li><li>Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Health—2.1.2.A.2 Personal Growth and Development Science—5.3.4.A Organization and Development Speaking and Listening: SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>third grade topics</i> , building on others’ ideas and expressing their own clearly SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification  21 <sup>st</sup> Century Skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence	
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>Use physical movement to demonstrate understanding while moving or pointing to a body part the teacher says in a target language</li><li>Match pictures of body parts to the written word for that body part in a target language</li></ul> Other Assessment Evidence: <ul style="list-style-type: none"><li>Play Twister in a target language</li></ul>	



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Grade 3 Content Area: World Languages

Theme/Unit: Numbers	Suggested Sequence: November—2 weeks; February—2 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	



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Grade 3 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Develop an understanding of numbers in another language.
- Accurately use the words for numbers in the appropriate context in another language.

**Instructional Materials/Resources:**

SALSA—Episode 21: The Fruit Fiasco  
SALSA—Episode 26: The Goat’s Vacation

**Suggested Vocabulary:**

**Technology:**

[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create a number book in a target language to share with younger students
2. Create a multimedia presentation on numbers in a target language to share with students from another country

**Extension Strategies/Activities:**

Create word problems using numbers 1-10 in a target language.

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Math-Counting and Cardinality**

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners about *third grade topics*, building on others’ ideas and expressing their own clearly

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

**Performance Task:**

- Count with students in another country in a target language
- Count out the correct number of objects stated by a teacher in a target language

**Other Assessment Evidence:**

- Drawings to and labels to illustrate knowledge of numbers in a target language

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Curriculum Guide

Grade 4 Content Area: World Languages

Theme/Unit: Numbers and Colors		Suggested Sequence: October—1 week; January-February—6 weeks
<b>NJSLS:</b>		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
<b>Big Ideas:</b>		
<ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li></ul>		
<b>Essential Questions:</b>		<b>Enduring Understandings:</b>
<ul style="list-style-type: none"><li>• How do I develop communicative competence?</li><li>• How do I know that I am getting better in using language in real-world situations?</li><li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li><li>• When does accuracy matter?</li><li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li><li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>		<ul style="list-style-type: none"><li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li><li>• Language learning involves acquiring strategies to fill communication gaps.</li><li>• The content of the world languages classroom encompasses the entire learning experience.</li><li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>

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Grade 4 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Develop an understanding of numbers in another language.
- Accurately use the words for numbers in the appropriate context in another language.

**Instructional Materials/Resources:**

SALSA—Episode 31: Jack and the Corn Stalk  
SALSA—Episode 35: Where Is It?  
SALSA—Episode 36: Quiz Show: What Is It This Time?  
SALSA—Episode 37: The Three Pigs

**Suggested Vocabulary:**

**Technology:**

[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create a number and color book in a target language to share with younger students
2. Create a multimedia presentation on numbers and colors in a target language to share with students from another country

**Extension Strategies/Activities:**

Create a riddle book using words for colors, numbers, sizes, and items in a target language.

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

- SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners about *fourth grade topics* with peers and adults in small and larger groups
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small a discussion); use formal English when appropriate to task and situation

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

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Grade 4 Content Area: World Languages

- Count with students in another country in a target language
- Count out the correct number of objects stated by a teacher in a target language
- Sort objects by stated color attributes in target language

Other Assessment Evidence:

- Drawings to and labels to illustrate knowledge of numbers and colors in a target language
- Participation in a “Red Light, Green Light” game (changing the colors)

Theme/Unit: Feelings	Suggested Sequence: November-December—6 weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> </ul>

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Grade 4 Content Area: World Languages

- sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
  - How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
  - What role does stereotyping play in forming and sustaining prejudices about other cultures?

- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

**Knowledge, Skills, and Instructional Objectives:**

- Accurately express feelings in the appropriate context in another language.

**Instructional Materials/Resources:**

SALSA—Episode 32: The Monster is Angry  
SALSA—Episode 33: Everybody Needs a Friend

**Suggested Vocabulary:**

**Technology:**

[www.epals.com](http://www.epals.com)  
[www.skype.com](http://www.skype.com)  
[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create a feeling book in a target language to share with younger students
2. Create a multimedia presentation on feelings in a target language to share with students from another country

**Extension Strategies/Activities:**

Play charades to express feelings in a target language.

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.2.4.A.1 Expressing feelings  
Health—2.1.4.E.1 Social and emotional needs  
Social Studies-6.1.4.A.15 Cultural Perspectives  
Social Studies-6.1.4.D.13 Diverse Cultures

**Speaking and Listening:**

- SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners about *fourth grade topics* with peers and adults in small and larger groups
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small a discussion); use formal English when appropriate to task

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Grade 4 Content Area: World Languages

and situation

21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

- Act out a feeling to demonstrate understanding of stated feeling in a target language
- Match pictures of feelings to the written word for that feeling in a target language

Other Assessment Evidence:

- Drawings to illustrate feelings in a target language

Theme/Unit: Shapes	Suggested Sequence: February—2weeks
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and</li> </ul>



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<p>important questions that extend my learning beyond the classroom?</p> <ul style="list-style-type: none"><li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li><li>• How is language a product of culture?</li><li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li></ul>	<p>act in different ways.</p> <ul style="list-style-type: none"><li>• Language reflects and is influenced by the culture in which it is found.</li><li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li><li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li></ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"><li>• Develop an understanding of terms for shapes in another language</li></ul>	
<p><b>Instructional Materials/Resources:</b> SALSA—Episode 38: Portrait of the Artist as a Young Pig</p>	<p><b>Suggested Vocabulary:</b></p> <p><b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a></p>
<p><b>Recommended Instructional Activities:</b></p> <ol style="list-style-type: none"><li>1. Create a shape book in a target language to share with younger students</li><li>2. Create a multimedia presentation on shapes in a target language to share with students from another country</li></ol>	
<p><b>Extension Strategies/Activities:</b> Create a riddle book using words for colors, numbers, sizes, and shapes in a target language.</p>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Picture clues</li><li>• Prompting and modeling</li><li>• Restate instruction</li><li>• Modify assignments as necessary</li><li>• Listening center to reinforce vocabulary</li></ul>
<p><b>Technology/Cross-curricular Connections/Standards:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures</p> <p><b>Speaking and Listening:</b></p> <p>SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>fourth grade topics</i> with peers and adults in small and larger groups</p> <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development</p>	



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of main ideas or themes.

SL.4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small a discussion); use formal English when appropriate to task and situation

### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

### Suggested Assessments:

Performance Task:

- Sort objects by stated shape attributes in target language

Other Assessment Evidence:

- Drawings and labels to illustrate knowledge of shapes in a target language

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Grade 4 Content Area: World Languages

Theme/Unit: Families	Suggested Sequence: March—2 weeks	
<p><b>NJSLS:</b></p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>		
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>	

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Grade 4 Content Area: World Languages

**Knowledge, Skills, and Instructional Objectives:**

- Develop an understanding of numbers in another language.
- Accurately use the words for family members in another language.

**Instructional Materials/Resources:**

SALSA—Episode 39: Is This Your Birthday/

**Suggested Vocabulary:**

**Technology:**

[www.epals.com](http://www.epals.com)

[www.skype.com](http://www.skype.com)

[www.voicethread.com](http://www.voicethread.com)

**Recommended Instructional Activities:**

1. Create a family member book in a target language to share with younger students
2. Create a multimedia presentation on family members in a target language to share with students from another country

**Extension Strategies/Activities:**

Create a family tree in a target language

**Modification Strategies/Activities:**

- Picture clues
- Prompting and modeling
- Restate instruction
- Modify assignments as necessary
- Listening center to reinforce vocabulary

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Health—2.4.A Relationships

Social Studies-6.1.4.A.15 Cultural Perspectives

Social Studies-6.1.4.D.13 Diverse Cultures

Speaking and Listening:

- SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners about *fourth grade topics* with peers and adults in small and larger groups
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small a discussion); use formal English when appropriate to task and situation

21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Suggested Assessments:**

Performance Task:

**Westampton Township School District**

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Grade 4 Content Area: World Languages

- Illustrate and label a family tree
- Match pictures of family members or friends to the written word in a target language

Other Assessment Evidence:

- Match pictures of family members or friends to the written word in a target language

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Grade 4 Content Area: World Languages

<b>Theme/Unit:</b> Food		<b>Suggested Sequence:</b> October—1 week; March-April—6 weeks
<b>NJSLS:</b>		
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).	
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.	
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent. Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I develop communicative competence?</li> <li>• How do I know that I am getting better in using language in real-world situations?</li> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• When does accuracy matter?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</li> <li>• What role does stereotyping play in forming</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when and why to convey a message to different audiences.</li> <li>• Language learning involves acquiring strategies to fill communication gaps.</li> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> <li>• Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs</li> </ul>

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Grade 4 Content Area: World Languages

and sustaining prejudices about other cultures?	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Identify basic foods in a target language</li></ul>	
<b>Instructional Materials/Resources:</b> <p>SALSA—Episode 31: Jack and the Corn Stalk SALSA—Episode 40: Til Mama Bear Sings SALSA—Episode 41: The Pig Who Cried Bandit SALSA—Episode 42: Quiz Show: The Showdown</p>	<b>Suggested Vocabulary:</b>  <b>Technology:</b> <a href="http://www.epals.com">www.epals.com</a> <a href="http://www.skype.com">www.skype.com</a> <a href="http://www.voicethread.com">www.voicethread.com</a>
<b>Recommended Instructional Activities:</b> <ol style="list-style-type: none"><li>Create a multimedia presentation on foods in a target language to share with students from another country</li><li>Create an illustrated menu of basic foods in a target language</li><li>Compare snack items with students in another school in a target language</li></ol>	
<b>Extension Strategies/Activities:</b> <p>Create a multimedia menu that labels and describes foods in a target language</p>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>Picture clues</li><li>Prompting and modeling</li><li>Restate instruction</li><li>Modify assignments as necessary</li><li>Listening center to reinforce vocabulary</li></ul>
<b>Technology/Cross-curricular Connections/Standards:</b> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>Health—2.1.2.B Nutrition Social Studies-6.1.4.A.15 Cultural Perspectives Social Studies-6.1.4.D.13 Diverse Cultures</p> <p><b>Speaking and Listening:</b> SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners about <i>fourth grade topics</i> with peers and adults in small and larger groups SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.4.6 Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small a discussion); use formal English when appropriate to task and situation</p> <p><b>21<sup>st</sup> Century Skills</b> CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively and with reason CRP12. Work productively in teams using cultural global competence</p>	
<b>Suggested Assessments:</b> <p>Performance Task:</p> <ul style="list-style-type: none"><li>Create a multimedia food menu with labels for foods in a target language</li></ul>	

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Grade 4 Content Area: World Languages

- Match pictures of foods to the written word for that food in a target language

Other Assessment Evidence:

- Participation in discussions with students from other cultures about food items



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Grades 5-6 Content Area: World Languages

Theme/Unit: Greetings and Farewells, All About Me	Suggested Sequence: 5-6 Weeks
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts..</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What strategies do I need to communicate in ways that are linguistically and culturally appropriate?</li><li>• How does learning another language and culture help me to better understand who I am and the world that I live in?</li><li>• Why is it important for me to be engaged in another's culture?</li><li>• How does it benefit an individual to learn about another culture by engaging in that culture's products and practices?</li><li>• What role does stereotyping play in forming and</li><li>• Sustaining prejudices about other cultures?</li><li>• What do I do to help me to understand the detail of what I read and hear?</li><li>• How does the use of self –correction enhance my presentation and help me to clarify my message?</li><li>• How to use culturally appropriate vocabulary and Idiomatic expressions to sound more authentic?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li><li>• Learning a different language and the culture from which it emerges helps to develop a greater understanding one's own language and culture.</li><li>• Exploration of diverse cultures helps one to see that the uniqueness of individuals and the importance of learning to positively interact with one another in society.</li><li>• Cultural perspectives are gained by using language and experiencing a culture's products and practices.</li></ul>

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Grades 5-6 Content Area: World Languages

- How do I avoid miscommunication?

**Knowledge, Skills, and Instructional Objectives:**

- Greet people and introduce yourself to others.
- Respond to simple commands
- Use phrases expressing courtesy, such as thank you, please, excuse me, I'm sorry, and others.
- Distinguish between Tu and Usted, informal and Formal second person .
- Describe object s by size, color, and shape.
- Common names in Spanish Speaking Countries.
- Ask and say who someone is.
- Use adjective to talk about feelings.
- Use of numbers to count.
- Letters of the Alphabet
- Use simple verb phrase to express preference, agreement, or disagreement.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Cultura.
- Cultural connection.
- Textbook: **Spanish for communication**
- Puppets

**Suggested Vocabulary:**

- |          |         |
|----------|---------|
| Merengue | Salsa   |
| Bolero   | Tango   |
| Flamenco | Bachata |

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

**1.A.1**

- Introduce yourself to threes other partners. Learn greeting and say goodbye.
- Chain drill by rows ( Me llamo \_\_\_\_\_. Y tu? Como te llamas? Packet Activities.
- Watch video " Dicho y Hecho" Talking about yourself". Role- play meeting people, Chain drill by rows introducing him/ herself to others. Te pg 1-4.

**1.A.1**

- Play "Simon dice" using affirmative and negative commands.
- Complete challenge exercises, using facil o dificil (easy or difficult).

**1.A.2**

- Role- play using phrases expressing courtesy
- Students created scrambled phrases for the other to correct.
- Make salsa cruda, fresh tomato sauce, set the table and eat a meal using words expressing courtesy.

**1.A.2**

- Play Cultural Beisbol
- Using DVD presentation to model Tu/ Usted Greeting conversations.
- Use puppet s to play real oral conversations written by students.
- Peer partner play the roles of students and teacher or adult. Take turn greeting each other properly according to the time of the day indicated.
- Cultural Beisbol: Show video clip with scenes of a friends and family members meeting each other.
- Use verbal/ nonverbal clues.

**1.A.3**

- Play color and shape bingo.
- Play "I am an artist" . Students think of a color and draw an object associated to that color. (e. g Amarillo\_ Sun ).  
Student show pictures and others will identify the color and tell what their favorite is.
- International Toy Convention! Be sure to tell the other the others toy makers about your colors and shape in Spanish.

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Grades 5-6 Content Area: World Languages

**1.A.3**

- Demonstrate proper verbal and nonverbal cues when being introduced using Spanish names, others students will say if it is formal/ or informal greeting.
- What's in the Name? Locate names using a telephone book from a Spanish speaking country, Create a calling card using the Spanish custom for surnames. ( Guillermo- Paco ) ( Julio- Julito ).

**1.A.5**

- Play Number Bingo
- Use Prom. Board to Practice matching words to numerals.
- Have student to use the oral practice on TE pg 14-18-25-31 to help learn Spanish numbers.

**1.B.1**

- Use and comprehend vocabulary for feeling. (Adjectives ).
- Use Prom. Board to learn expression W/ estar + adjectives. Students participate in illustrations.
- Students act out feelings using flip- charts. Have students to work in small groups and make a set of sketches to illustrate the adjectives and then form sentences.
- Oral and writing practice Te pg 35- 39-195-201.

**1.B.2**

- Use Prom, Board to review the alphabet in Spanish.
- Play a spelling game with a partner, choose a person in the classroom and spell his/ her name.

**1.B.3**

- Play passages from different types of music salsa, tango, flamenco, bachata, bolero and others Hispanic music. Using a survey, students vote for their musical favorite style that was presented. Practice using " no me gusta "+ nouns and "me gusta + nouns.
- Ask and Answer "Te gusta " Do you like" with activity represent in the picture. Te pg 40-43.
- Students create a collage with 5 pictures (from magazines or images about what they like to do. Write sentences to illustrate

**Extension Strategies/Activities:**

- Skype with students from another country
- Create an "Introduction to Greetings" book for younger students

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Speaking and Listening**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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Grades 5-6 Content Area: World Languages

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Suggested Assessments:

Performance Task:

- Unit Test and Quizzes.
- Performance Task
- Students Participation
- Teacher Observation
- Rubric for Speaking
- Written Projects

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Grades 5-6 Content Area: World Languages

<b>Theme/Unit: II</b> <b>Te present a mil Familia - I Introduce You My Family</b>		<b>Suggested Sequence:</b> <b>3-5 Weeks</b>
<b>NJSLS:</b> 7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations 7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually dependent.</li><li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li><li>• What is perceived as “basic needs” varies among and within cultures.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What strategies to I need to communicate in ways that are linguistically and culturally appropriate?</li><li>• How does learning another language and culture help me to better understand who I am and the world that I live in?</li><li>• Why is it important for me to be engaged in another's culture?</li><li>• How does it benefit an individual to learn about another culture by engaging in that culture's products and practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li><li>• What do I do to help me to understand the detail of what I read and hear?</li><li>• How does the use of self –correction enhance my presentation and help me to clarify my message?</li><li>• How to use culturally appropriate vocabulary</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li><li>• Learning a different language and the culture from which it emerges helps to develop a greater understanding one's own language and culture.</li><li>• Exploration of diverse cultures helps one to see that the uniqueness of individuals and the importance of learning to positively interact with one another in society.</li><li>• Cultural perspectives are gained by using language and experiencing a culture's products and practices.</li></ul>	

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Grades 5-6 Content Area: World Languages

- and Idiomatic expressions to sound more authentic?
- How do I avoid miscommunication?

**Knowledge, Skills, and Instructional Objectives:**

- Name and state the relationship of members of the family and their extended family.
- To ask a peer how many people there are in his/ her family and be able to respond.
- Express and identify possession using “Tener” (to have).
- To ask a peer the ages of the member of his/her family and be able to respond.
- To ask a peer what each member of his/ her family is like.
- To ask and respond what s/ he does with each member of the family.
- Compare and Contrast the extended family of Spanish countries to the American nuclear family.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Cultura.
- Cultural connection.
- Textbook: **Spanish for communication**
- Puppet

**Suggested Vocabulary:**

Familia	Abuelo
Padre - Madre	Abuela
Hijo- Hija	Tio- Tia
Hermano- Hermana	Sobrino- Sobrina
Primo- Prima	Cunada- Cunado
Mi- tu- tus	

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- Introduce family members using Prom. Board illustrated family tree. Have students to describe each character’s role in the family. Create a family tree using Spanish words.
- Create a family album using cartoons characters or magazines Include describing words and the names of the family members. Share album with a friends and class.  
Play Go fish memory game using flash cards with names of the family members in Spanish and English.
- Family Tree. Read about Una Familia Hispana, Te pg 109- 115.
- Learn to express possession, and then practice using possessive adjectives.  
Las familias, using possessive adjectives and tell what activities people do.  
Play “Lost and Found”, using students in our class and familiar character, identify where missing object belong.
- Review numbers 1-100. Play Number Bingo  
Ask students to share ages and birthdays. Students write the months of the year across the board.  
Teacher says a month, student born in that month stand under it. When all month have been call out, each student says the date of his/ her birthday.  
Students use the Timeline to give the birth dates of famous people. (Famous Puertoricans),
- Introduce vocabulary adjectives. Make a list of personalities and appearance vocabulary that describe you.  
Randomly choose a card with family vocabulary and write a short description about of the family member. Share with a partner and class. Te pgs 126- 127.  
Family album. Create a profile of five family members, Include pictures, descriptions, ages, and your family tree.
- Introduce vocabulary for activities. Use prom. Board to illustrated pictures of many activities people do at home.  
Te pgs, 130- 135. Oral practice 1-5. Pivotal Questioning. Conversation Practice 1-8, pg 131.  
Resumen, Two pairs of students can play the roles for the entire class. 1-18. Pg 133-134.
- Family Tree- What’s in a Name? Watch and discuss Video: Felicidades, “Mexican Family Celebrations”.  
La Quinceanera, The sweet fifteenth celebration.  
Make a Venn- diagram.



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Grades 5-6 Content Area: World Languages

### Extension Strategies/Activities:

- Timeline of famous people birthdays.
- Profile of family member.
- Class activity graph.

### Modification Strategies/Activities:

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

### Technology/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

### Speaking and Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Suggested Assessments:

Performance Task:

- Family Tree
- Partner oral and grammar practice. Rubric.
- Speaking Activity.
- Teacher create test.



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Grades 5-6 Content Area: World Languages

Theme/Unit: III At School	Suggested Sequence: 8-9 Days
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What do I do to help me understand the details of what I read and hear?</li><li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li><li>• How do I avoid miscommunication?</li><li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li><li>• How do I decide what needs further editing and revision?</li><li>• How does the use of self-correction enhance my presentation and help to clarify my message?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li><li>• The background of the author influences the message that is delivered in both speech and writing.</li><li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li><li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</li><li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and</li></ul>

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Grades 5-6 Content Area: World Languages

- enhanced.
- I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.

**Knowledge, Skills, and Instructional Objectives:**

- Providing and obtaining information about the school.
- Describe the classroom object and materials commonly found in the classroom.
- Name and describe the classes and few activities each person usually does in the classroom.
- To ask a peer and an adult if he/ she does certain activities at school and after school/ or work.

**Instructional Materials/Resources:**

- Vocabulary for the school
- Poster with vocabulary and school objects and subjects.
- Maps of a school and classroom.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **Spanish for Communication Pgs 79- 92.**

**Suggested Vocabulary:**

Lapiz	Libro	Cuaderno
Mapa	Pluma	Pizarra
Mochila	Escritorio	Silla
Reloj	Puerta	Mesa
Tiza	Calendario	Bandera

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- Use Prom. board pictures and Textbook to review vocabulary, partner speaking Activity practice Te pg. 79.  
Play concentration game by matching classroom objects with the Spanish words.  
Create a school shopping list with a partner. Include one or two items that don't belong. Exchange list with another student or group.
- Review classroom vocabulary. Unpack a bag of school supplies, and study it contents, a class discuss the bags contents.  
Have students role- play, asking and answering questions about the subjects taken at school.  
Have student's names a class or activity and the class will place themselves according to their feeling or favorites.  
"A Day in the life" Identify favorite school activities. Compare to classmates.
- Interview an adult.  
Speaking practice Te pg. 89-90. Resumen pg. 91.
- Introduce the vocabulary for school subjects that student studies at school. Te pg. 98-100.
- Create a web describing school subjects; use the web to create a riddle in Spanish.  
"Personal Inventory" Completed a survey questions about preferred subjects and activities. Students then find other students who enjoy the same activities.

**Extension Strategies/Activities:**

- Create a set of posters as a class.
- Create sentences of an ideal student.
- My Ideal School.

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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Grades 5-6 Content Area: World Languages

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

### Speaking and Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Suggested Assessments:

Performance Task:

- Partner speaking/Classroom presentations
- Student classroom webs/ Vocabulary.
- Personal Activities practice
- Student frequency surveys
- Personal responsibility list
- Student participation in the survey, Comprehension questions
- Teacher-created test

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Grades 5-6 Content Area: World Languages

Theme/Unit: IV El clima y el Tiempo – The Climate and Weather		Suggested Sequence: 4-6 Days
<b>NJSLS:</b> 7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture. 7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations 7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics. 7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.		
<b>Big Ideas:</b> Communication is the ability to understand and be understood in real world contexts. Language and culture are mutually dependent. Many products and practices related to home and community are shared across cultures; others are culture-specific. What is perceived as “basic needs” varies among and within cultures.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What strategies to I need to communicate in ways that are linguistically and culturally appropriate?</li><li>• How does learning another language and culture help me to better understand who I am and the world that I live in?</li><li>• Why is it important for me to be engaged in another’s culture?</li><li>• How does it benefit an individual to learn about another culture by engaging in that culture’s products and practices?</li><li>• What role does stereotyping play in forming and</li><li>• Sustaining prejudices about other cultures?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li><li>• Learning a different language and the culture from which it emerges helps to develop a greater understanding one’s own language and culture.</li><li>• Exploration of diverse cultures helps one to see that the uniqueness of individuals and the importance of learning to positively interact with one another in society.</li><li>• Cultural perspectives are gained by using language and experiencing a culture’s products and practices.</li></ul>	

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Grades 5-6 Content Area: World Languages

- What do I do to help me to understand the detail of what I read and hear?
- How does the use of self –correction enhance my presentation and help me to clarify my message?

**Knowledge, Skills, and Instructional Objectives:**

Students will be able to describe weather and climate scenarios in the target language

**Instructional Materials/Resources:**

- Vocabulary for the climate/weather
- Poster with vocabulary
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **Spanish for Communication**

**Suggested Vocabulary:**

lluvioso, nublado, nevado, soleado, el termómetro, la temperatura, hace calor, fresco, hace frío, helado, con neblina, con viento

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- Use Prom. board pictures and Textbook to review vocabulary, partner speaking Activity practice
- Play concentration game by matching weather pictures with the Spanish words.
- Review classroom vocabulary.  
Have students role- play, asking and answering questions about the weather/climate.  
Have students name an activity and the class will identify the weather for that activity
- Interview an adult.  
Speaking practice and Resumen pg.
- Create a web describing weather/climates; use the web to create a riddle in Spanish.

**Extension Strategies/Activities:**

Skype with students from another country/culture and compare and contrast the weather in a target language

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

## Westampton Township School District

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Grades 5-6 Content Area: World Languages

### Speaking and Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### Suggested Assessments:

Performance Task:

- Partner speaking/Classroom presentations
- Student classroom webs/ Vocabulary.
- Personal Activities practice
- Student frequency surveys
- Personal responsibility list
- Student participation in the survey, Comprehension questions
- Teacher-created test

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Grades 7-8 Content Area: World Languages

<b>Theme/Unit: I</b> <b>Etapa Preliminar: Hola, Bienvenidos!</b> <b>Expression of Greeting/Farewells/Introductions</b>		<b>Suggested Sequence:</b> <b>5-6 Days</b>
<b>NJSLS:</b> 7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts. 7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language. 7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations 7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics. 7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports 7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one's own culture. 7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.		
<b>Big Ideas:</b> Communication is the ability to understand and be understood in real world contexts. Language and culture are mutually dependent. Many products and practices related to home and community are shared across cultures; others are culture-specific. What is perceived as “basic needs” varies among and within cultures.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What strategies to I need to communicate in ways that are linguistically and culturally appropriate?</li><li>• How does learning another language and culture help me to better understand who I am and the world that I live in?</li><li>• Why is it important for me to be engaged in another's culture?</li><li>• How does it benefit an individual to learn about another culture by engaging in that culture's products and practices?</li><li>• What role does stereotyping play in forming and sustaining prejudices about other cultures?</li><li>• What do I do to help me to understand the</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li><li>• Learning a different language and the culture from which it emerges helps to develop a greater understanding one's own language and culture.</li><li>• Exploration of diverse cultures helps one to see that the uniqueness of individuals and the importance of learning to positively interact with one another in society.</li><li>• Cultural perspectives are gained by using language and experiencing a culture's products and practices.</li></ul>	



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Grades 7-8 Content Area: World Languages

<p>detail of what I read and hear?</p> <ul style="list-style-type: none"> <li>• How does the use of self –correction enhance my presentation and help me to clarify my message?</li> <li>• How to use culturally appropriate vocabulary and Idiomatic expressions to sound more authentic?</li> <li>• How do I avoid miscommunication?</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce routines, materials, and expectations.</li> <li>• Ask for and give your name.</li> <li>• Ask and answer questions about your home town, state, and country.</li> <li>• Tell the days of the week. Give the date.</li> <li>• Ask and answer questions about your telephone number. Count from 1-10 in Spanish.</li> <li>• Give and respond to simple classroom directions.</li> <li>• Review the Alphabet.</li> <li>• Spelling and pronouncing words in Spanish.</li> <li>• Goodbyes and courtesy expressions.</li> <li>• Recognize classroom and text instructions.</li> <li>• Introduction to the concept of gender</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Files.</li> <li>• Poster with Phrases and greeting expressions.</li> <li>• Maps of the Spanish Speaking World.</li> <li>• Video Cultura.</li> <li>• Cultural connection.</li> <li>• Grammar in Accion.</li> <li>• Textbook: En Espanol / Aventura.</li> <li>• Magazines</li> </ul>	<p><b>Suggested Vocabulary:</b>          Hola, Adiós ¿Cómo estás? ¿Cómo está?, Muy bien, gracias, Buenos días, Buenas tardes, Buenas noches, ¿Cómo te va?, ¿Cómo le va? ¿Qué tal? ¿Qué hay?, ¿Qué pasa? ¿Cómo te llamas? ¿Cómo se llama usted? Me llamo (nombre) Mucho gusto. Bienvenido,</p> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Computers</li> <li>• Videos</li> <li>• Cassette/ Audio</li> <li>• Promethean Board.</li> <li>• Quick DVD presentation</li> </ul>
<p><b>Recommended Instructional Activities:</b></p> <p>EP.1</p> <ul style="list-style-type: none"> <li>• Introduce textbooks and materials used in the Spanish classroom.</li> <li>• Introduce classroom routines.</li> <li>• Review classroom expectations.</li> </ul> <p>EP.2</p> <ul style="list-style-type: none"> <li>• Inside/Outside Circle: greetings and time</li> <li>• Choosing a Spanish name Role play introducing self to others and introducing family.</li> <li>• Partner speaking: Meeting a new student.</li> </ul> <p>EP.3</p> <ul style="list-style-type: none"> <li>• Name the Spanish-speaking countries.</li> <li>• Group speaking using “soy de” and “es de”.</li> <li>• Editing a conversation (pg. 7)</li> <li>• Listening: Nuevos Amigos</li> <li>• Play Spanish Beisbol using a map of the Spanish-speaking world and country cards.</li> <li>• Introduce El Calendario. Compare a Spanish Calendar and the Calendar you use.</li> <li>• To say the current date, day, month of the year, holiday, and birthdays. (pg.12-13)</li> </ul> <p>EP.4</p>	

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- Change the markers on our class calendar to reflect the correct day of the week.
- Actividad 15, pg. 13
- Speaking: Add telephone vocabulary to a short meeting role-play.
- Counting activities using the numbers 1-10. (Extended to 1- 100).

### EP.5

- Acting game
- Actividad 20, pg. 15.
- Make a list of the most important and useful directions vocabulary. Create a bulletin board display using these phrases.

### EP.6.7

- Spell and Pronounce word in Spanish. Pg. 10-11.
- Play a Spelling Game with the class.
- Play Human Tic-Tac-Toe Spelling Bee in class.

### EP.8

- Two pair of students can play the role on Say goodbye and responded, move to another person.

### Extension Strategies/Activities:

- Check the dictionary
- Look at cognates
- Use what you know
- Recognize prefixes/ suffixes
- Use Spanish every day: listen, read, watch and speak it.

### Modification Strategies/Activities:

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

### Technology/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- Video Culture- Turn into Spanish TV channels and radio stations.
- Comparisons- Read magazines in Spanish (Que Tal?)
- Geography/ Maps- Visit Websites in Spanish.

### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

### Speaking and Listening

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly..

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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Grades 7-8 Content Area: World Languages

**Suggested Assessments:**

**Performance Task:**

- Unit Test and Quizzes.
- Performance Task
- Students Participation
- Teacher Observation
- Rubric for Speaking
- Written Projects.

**Other Assessment Evidence:**

- Short assessment on introductory Spanish Vocabulary.

Theme/Unit: I Chapter Etapa 1: Bienvenidos a Miami	Suggested Sequence: 7-8 Days
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.</p> <p>7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> <li>• How does the use of self-correction enhance my presentation and help to clarify my message?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</li> <li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections,</li> </ul>

the work product is improved and enhanced.

- I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered

**Knowledge, Skills, and Instructional Objectives:**

- 1- Each student will be able to introduce himself/ herself to a peer and be able to ask “ What’s your name?.
- 2- Each student will be able to greet a peer asking “How are you?” and be able to respond.
- 3- Each student will be able to take a leave of his peers.
- 4- Each student will be able to distinguish between tu and Usted, informal and formal greeting.
- 5- Each student will be able to use phrases expressing courtesy, such as thank you, you’re welcome, please, excuse me, I’m sorry, and helpful phrases needed for the classroom.
- 6- Each student will be able to use words in Spanish, phrases questions and answers used in everyday situations to communicate with peer.
- 7- Each student will able to respond to simple commands, such as raise your hand, push in your chair, open and close the door, open your book.
  - 1.1 Describe yourself and others by role or profession.
  - 1.2 Differentiate between formal and information questioning. Ask and answer questions about feeling.
  - 1.3 Use the verb “ser” to describe yourself and others.
  - 1.4 Express origin using the expression “ser + de”.
  - 1.5 Express likes and dislikes from a variety of perspectives.
  - 1.6 Use reading strategies to comprehend a short, simple written piece.
  - 1.7 Assess this chapter’s vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: En Espanol / Aventura.
- Magazines

**Suggested Vocabulary:**

- Te present o a...
- Usted
- Soy de
- Me gusta / No me gusta

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- 1.1
  - Vocabulary presentation using student models and labeled cards and Promethean Board.
  - Speaking: Present yourself to class and Teacher.
  - Actividad 4, pg. 31
  - Interview a partner using a short list of questions, including origin, home, role, and name.
  - Create a web of your own roles, using the chapter's vocabulary and previously learned vocabulary.
- 1.2
  - Make a list of people in your life who would use "tu" and "usted".
  - Role-playing "tu" and "usted". Choose a card with an age and role. Prepare a short conversation with a partner and present it to the class.
  - Actividad 7, pg. 32
  - Complete a short workbook practice activity that includes roles vocabulary and the use of "tu" and "usted".
- 1.3
  - Complete Subject Pronoun and "ser" notes.
  - With a group, prepare cards using three of each of the following: professions, forms of the verb ser, and subject pronouns. Exchange cards with another group and ask them to form sentences.
  - Group 3-4 students. Describe both your group and its members as individuals. Be prepared to share.

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Grades 7-8 Content Area: World Languages

- Actividad 9 and 11, pg. 34.

1.4

- Listen to a short introduction of ser + de as an indication of origin.
- Complete actividad 14, pg. 36 with a partner. Partners will alternate, asking half of the questions, and answering the other half.
- Meet and greet role-play: "Meet" at least three other people and complete a comprehension chart based on the information you learned.

1.5

- Introduce vocabulary. Line up under your favorite activity. Say each activity and count how many students chose each.
- Using the introduction, make a chart that shows your own likes and dislikes. Share these with a partner.
- Actividad 16, pg. 37.

1.6

- Discuss reading strategies, including previewing graphics and identifying cognates.
- Student groups will volunteer for each character in the reading. Using a list of questions, present your character to the class.
- Complete the "Comprendiste" and "Que Piensas" questions on pg. 41.

1.7

- Test 1: Unidad 1, Etapa 1

**Extension Strategies/Activities:**

- Check the dictionary
- Look at cognates
- Use what you know
- Recognize prefixes/ suffixes
- Use Spanish every day: listen, read, watch and speak it.
- Student self- check / Wrap- up.

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- Cultura Interactiva
- Animated Grammar
- Video DVD ( Quick grammar presentation )
- Cultural comparison
- Get Help ([www.ClassZone.com](http://www.ClassZone.com))

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Speaking and Listening**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and

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emphasize salient points.

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SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Suggested Assessments:**

**Performance Task:**

- 1.1 Student webs
- 1.2 "Tu" and "Usted" role-play, using a rubric.
- 1.3 Student completion of activities 9 and 11.
- 1.4 Student completion of the chart used during our class role-play.
- 1.5 Partner speaking checklist, written activity 16.
- 1.6 Student presentations, teacher observation of participation during the discussion questions.
- 1.7 Teacher-created test



<p><b>Theme/Unit: I</b> <b>Chapter Etapa 2: Mis Buenos Amigos</b></p>	<p><b>Suggested Sequence:</b> <b>8-10 Days</b></p>
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.</p> <p>7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually dependent.</li> <li>• Many products and practices related to home and community are shared across cultures; others are culture-specific.</li> <li>• What is perceived as “basic needs” varies among and within cultures.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What strategies to I need to communicate in ways that are linguistically and culturally appropriate?</li> <li>• How does learning another language and culture help me to better understand who I am and the world that I live in?</li> <li>• Why is it important for me to be engaged in another’s culture?</li> <li>• How does it benefit an individual to learn about another culture by engaging in that culture’s products and practices? What role does stereotyping play in forming And sustaining prejudices about other</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>• Learning a different language and the culture from which it emerges helps to develop a greater understanding one’s own language and culture.</li> <li>• Exploration of diverse cultures helps one to see that the uniqueness of individuals and the importance of learning to positively interact with one another in society.</li> <li>• Cultural perspectives are gained by using language and experiencing a culture’s products and practices.</li> </ul>

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cultures?

- What do I do to help me to understand the detail of what I read and hear?
- How does the use of self –correction enhance my presentation and help me to clarify my message?
- How to use culturally appropriate vocabulary and Idiomatic expressions to sound more authentic?

- Looking for cognates, watching the speaker, and looking for visual will help me to better understand.

**Knowledge, Skills, and Instructional Objectives:**

- 2.1 Describe yourself and others by personality and appearance.
- 2.2 Differentiate between and use definite and indefinite articles.
- 2.3 Use adjectives to show gender and number.
- 2.4 Introduce adjective agreement between color, size, and clothing.
- 2.5 Use the verb "tener" to describe hair and eyes.
- 2.6 Use reading strategies to comprehend a short, simple written piece.
- 2.7 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- 1- Vocabulary Files/ Nota grammatical.
- 2- Poster with Phrases: Yo soy (atletica). etc
- 3- Maps of the Spanish Speaking World.
- 4- Video Cultura.
- 5- Cultural connection.
- 6- Grammar in Accion.
- 7- Textbook: En Espanol / Aventura.

**Suggested Vocabulary:**

- Tengo
- Tienes
- Tiene
- Tenemos
- Tienen

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

2.1

- Introduce vocabulary. Make a list of personality and appearance vocabulary that describes you.
- Actividad 4, pg. 53
- Randomly choose a card with a character's name written on it. Write a short description of the character. This will be used later in our chapter.

2.2

- Briefly review color and clothing vocabulary.
- Complete a definite/indefinite articles chart.
- In groups, choose one classmate and create 3 sentences about their clothing. Share your work with the class.
- Actividad 7 pg. 55
- Actividad 9, pg. 56

2.3

- Introduce "Using Adjectives to Describe Gender". Students (and groups of students) will receive cards that describe them. Look at these cards as a class. Based on the cards, can we think of a rule for incorporating gender into adjectives?
- Complete a grammar practice activity: adjective balloons.
- Return student cards from 2.1. Ask students to briefly edit their work, based on what they know about adjectives and gender.

2.4

- Briefly review "Using Adjectives to Describe Gender".
- As a class, create a list of objects in the classroom. Place special emphasis on articles of clothing, such as "los zapatos de Maria". Place each object in one of four categories, by number and gender of the

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object. Brainstorm appropriate descriptive vocabulary for each.

- Break students into groups. Give each group a packet of paper doll or doll clothing. Ask students to "unpack" the clothing and describe each article as it is unpacked. Chart your answers.
- Return student cards from 2.1. Ask students to briefly edit their work, based on what they know about clothing and colors.

2.5

- Review hair and eye color vocabulary. Students will group up by hair color, then eye color. Create a graph using student-created sentences, such as "Tiene el pelo castano y los ojos azules."
- Return student cards from 2.1. Students will present their descriptions without telling their character's name. Using a chart, students will attempt to identify which character is being presented.

2.6

- Use Promethean Board to show a concert of la musica Tejana.
- Discuss reading strategies, including previewing comprehension questions before reading.
- Student groups will receive a paragraph to illustrate and present with helpful vocabulary.
- Complete the "Comprendiste?" and "Que Piensas" questions on pg. 63.
- Ask students to report on Tejano Music Singer or Band.

2.7

- Test 2: Unidad 1, Etapa 2

**Extension Strategies/Activities:**

- Look at cognates

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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1.5 - Class activity graph

1.6 - Chart and graph included in our reading.

1.7 - Create a year book.

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

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orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Suggested Assessments:**

**Performance Task:**

- 2.1 Class written assignment on activities 4/5 Pg 53.
- 2.2 Group clothing presentations, Voc/ pg 54-55
- 2.3 Grammar practice activity
- 2.4 Group clothing charts
- 2.5 Student presentations on a fashion show.
- 2.6 Group presentations
- 2.7 Teacher-created test.

Theme/Unit: I Chapter Etapa 3: Te present a mi Familia	Suggested Sequence: 8-9 Days
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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</li> </ul>

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|---|--|
| <ul style="list-style-type: none"> <li>• How does the use of self-correction enhance my presentation and help to clarify my message?</li> </ul> | <ul style="list-style-type: none"> <li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.</li> <li>• I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</li> </ul> |
|---|--|

**Knowledge, Skills, and Instructional Objectives:**

- 3.1 Name the members of your extended family.
- 3.2 Use the verb "tener" to express age. Count from 1-100 using Spanish.
- 3.3 Express possession using family members and familiar objects.
- 3.4 Use possessive adjectives to describe your extended family.
- 3.5 Use number and month vocabulary to tell important dates, including holidays and birthdays.
- 3.6 Use reading strategies to comprehend a short, simple written piece.
- 3.7 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura.**

**Suggested Vocabulary:**

**padre:** father **madre:** mother **hermano:** brother **hermana:** sister **suegro:** father-in-law **suegra:** mother-in-law **esposo, marido:** husband **esposa, mujer:** wife **abuelo:** grandfather **abuela:** grandmother **hijo:** son **hija:** daughter **nieto:** grandson **nieta:** granddaughter **tío:** uncle **tía:** aunt **primo:** cousin (male) **prima:** cousin (female)

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- 3.1
  - Open our chapter with a survey: Tienes hermanos?
  - Introduce family vocabulary using an illustrated family tree. As a class, describe each character's role in the family.
  - Create your own family tree, labeling each member in Spanish. Share with a partner.
- 3.2
  - Introduce "La Quinceanera"
  - Complete notes: the verb "tener".
  - Review numbers 1-100. Ask students to share their ages.
  - Practice activity: With a partner, complete a graphic organizer using each form of tener in a sentence about age. Illustrate each sentence.
  - Actividad 7, pg. 77
- 3.3
  - Using the family tree from 3.1, introduce family relationships using "de". Describe the family as a class.
  - Pass out a family member card to each student. Ask selected students to take the card of a classmate. Explain who the family member belongs to and return it to its rightful owner.
  - Actividad 10, pg. 78
  - Actividad 11, pg. 79
- 3.4
  - Introduce possessive adjectives



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- Actividad 13, pg. 81, with a partner.
- Play "Lost and Found". Using students in our class and familiar characters, identify where missing objects belong.

3.5

- Introduce holidays in the Spanish-speaking world. Ask students to stand up when their birth month is the same as a holiday.
- Introduce the structure of dates. Brainstorm important dates in Hainesport.
- Ask students to use our classroom calendar to give today's date.
- Ask students to write their birthday. Students will group up and race to line up in order by date.
- Group activity: Using a datebook.

3.6

- Review comprehension strategies, including previewing unfamiliar words.
- Read "Las Celebraciones del Año". Complete a chart that includes the date, name of the holiday, and meaning.
- Complete "Comprendiste?" and "Que Piensas?" questions.

3.7

- Test 3: Unidad 1, Etapa 3

### Extension Strategies/Activities:

- 3.1 Family Trees
- 3.2 Partner grammar practice
- 3.3 Speaking, Activity 11
- 3.4 Activity 13, Teacher Checklist
- 3.5 Datebook Activity
- 3.6 "Comprendiste?" and "Que Piensas?" questions.
- 3.7 Teacher-created test.

### Modification Strategies/Activities:

- As per IEP/504
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- Modify homework assignments if necessary
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**Suggested Assessments:**

**Performance Task:**

- 3.1 Family Trees
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- 3.3 Speaking, Activity 11
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- 3.5 Datebook Activity
- 3.6 "Comprendiste?" and "Que Piensas?" questions.
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<p><b>Theme/Unit: II</b> <b>Chapter Etapa 1: Un día de clases</b></p>	<p><b>Suggested Sequence:</b> <b>7-8 Days</b></p>
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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my</li> </ul>

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exchanges with native speakers become richer.

- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.
- I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.

### Knowledge, Skills, and Instructional Objectives:

- 1.1 Describe the classroom objects used in your classes at school.
- 1.2 Name and describe the classes you take in a typical day.
- 1.3 Conjugate regular AR verbs related to school activities.
- 1.4 Express frequency using adverbs.
- 1.5 Express the rules and responsibilities of a typical school day.
- 1.6 Use reading strategies to comprehend a short, simple written piece.
- 1.7 Assess this chapter's vocabulary and concepts.

### Instructional Materials/Resources:

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura.**

### Suggested Vocabulary:

la mochila, la goma , el portafolio los marcadores la calculadora el lapicero la silla el cuaderno el lapis de color the paper el papel la computadora la pluma / el blígrafo los crayones el lápiz el escritorio la grapa la carpeta la engrapadora

### Technology:

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

### Recommended Instructional Activities:

1.1

- Partner speaking: Actividad 3&4, pg. 103.
- Create a school shopping list with a partner. Include one or two items that don't belong. Exchange lists with another group.
- Create a map of the ideal classroom. Share your design with the class.

1.2

- Review classroom objects vocabulary. Unpack a bag of school supplies, study its contents, then put them away. As a class, discuss the bag's contents.
- Create a continuum on the whiteboard/classroom wall. Students will name a class or activity and the class will place themselves according to their feelings.
- Create a web describing your favorite class. Include homework, difficulty level, and supplies typically used.
- Use your web to create a riddle about your favorite class. Share this with the class.

1.3

- Complete AR verb notes.
- Create a personal verb card. Illustrate, conjugate, and write at least one full sentence using your verb.
- Actividad 7, pg. 105
- Play verb games: Slap it, Toss Verb Dice, Verb Board Races
- Complete a grammar practice page: Color code each verb used

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1.4

- Create a set of posters as a class. Create lists of adverbs that are placed before the verb, after the verb, or beginning/end of the sentence.
- Create a sentence using notecards. Exchange your cards with another student and ask them to organize it.
- With your group, create a set of five survey questions. Exchange with another group and share the results.
- Actividad 12, pg. 108 - Create two posters, one for Maria and one for Felipe.

1.5

- Review the verb "tener" and the expressions "hay que" and "tener que".
- Create a rule or obligation. Illustrate it and pass it to a partner. Ask your partner to put it in the "silly" or "serious" category.
- Create a list of your personal school rules and responsibilities. Share this with a partner.
- Complete "En la clase de Matematicas".

1.6

- Discuss reading strategies, including using context clues
- Complete our own class version of Ricardo's survey.
- Complete the "Comprendiste?" and "Que Piensas?" questions on pg. 113.

1.7

- Test 1: Unidad 2, Etapa 1

**Extension Strategies/Activities:**

Skype with students from another country/culture to compare and contrast school supplies and subjects

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**21<sup>st</sup> Century Skills**

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

**Speaking and Listening**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly..

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and

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evidence, and add interest.

**Suggested Assessments:**

**Performance Task:**

- 1.1 Partner speaking/Classroom presentations
- 1.2 Student classroom webs
- 1.3 Personal verb cards/grammar practice
- 1.4 Student frequency surveys
- 1.5 Personal responsibility list
- 1.6 Student participation in the survey, Comprehension questions
- 1.7 Teacher-created test.

<p><b>Theme/Unit: II</b> <b>Chapter Etapa 2: Un horario difícil!</b></p>	<p><b>Suggested Sequence:</b> <b>7-8 Days</b></p>
<p><b>NJCCCS:</b> <b>7.1 NJSLs:</b>                  .IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.                  7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.                  7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.                  7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.                  7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.                  7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.                  7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.                  7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.                  7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.                  7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations                  7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.                  7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.                  7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.                  7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports                  7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.                  7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.                  7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.                  7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	
<p><b>Big Ideas:</b>                  Communication is the ability to understand and be understood in real world contexts.                  Language and culture are mutually dependent.                  Many products and practices related to home and community are shared across cultures; others are culture-specific.                  What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my</li> </ul>

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- How does the use of self-correction enhance my presentation and help to clarify my message?

exchanges with native speakers become richer.

- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.
- I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.

**Knowledge, Skills, and Instructional Objectives:**

- Use and comprehend basic vocabulary.
- Identify and demonstrate basic grammar patterns.
- Practice and employ high standard of pronunciation.
- Sustain a conversation using simple phrases.
- Develop listening skills through students centered and audio programs as well visuals.
- Read and comprehend simple sentences in Spanish.
- Develop and write original sentences, phrases. And paragraph in Spanish.
- Demonstrate knowledge of the culture of the USA Spanish speaking communities, Mexico and Puerto Rico.
  - 2.1 Ask for and offer lunch items in the cafeteria.
  - 2.2 Use the expression "Ir + a" to tell where you are going.
  - 2.3 Use time expressions to describe a typical day.
  - 2.4 Describe location with the verb "estar".
  - 2.5 Ask questions using interrogative words
  - 2.6 Use reading strategies to comprehend a short, simple written piece.
  - 2.7 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura.**

**Suggested Vocabulary:**

- la mantequilla, - el cereal, - el café, una dona, boiled egg - un huevo cocido, un huevo estrellado, los huevos revueltos, la miel de abeja, la mermelada, el jugo, la miel de maple, la margarina, un panqueque, los hot cakes, el pan dulce, el azúcar, tea - el té, el pan tostado, tortilla de maíz, tortilla de harina

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

2.1

- Look at and discuss a menu from a school cafeteria or cafe in Mexico.
- Create a chart showing healthy and unhealthy lunch choices from our vocabulary.
- In groups, roleplay ordering lunch or a snack in the cafeteria.

2.2

- Complete "Ir + a" notes.
- Draw a map of Hainesport School and label its rooms. Write three sentences about where you go for various school activities, such as lunch, a basketball game, or a lost form.
- Partner speaking: Tell a new student where an important school activity is held.
- Actividad 8, pg. 127



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### 2.3

- Discuss a movie advertisement from a Spanish-speaking country. Discuss the 24 hour clock format used in the advertisement.
- Complete time notes.
- Complete a short time practice.
- Play Around the World with simple times.
- Actividad 11, pg. 129, with a partner.

### 2.4

- Complete "Estar" notes.
- Ask students to create "rooms" within our classroom, then ask and answer questions about the location of people and familiar objects.
- Actividad 12, pg. 130

### 2.5

- Assign an interrogative word to small groups. Ask the groups to create and answer simple questions using their word.
- With a partner, create two "speech bubbles", one with a question and the other with an appropriate answer. Hand your work to other students. Can they match the question to the correct answer?
- Roleplay a reporter's interview with a new celebrity. Present your interview to the class.

### 2.6

- Make predictions about the foods included in the text.
- Create a chart comparing snacks in the United States and Mexico.
- Complete the "Comprendiste?" and "Que Piensas?" questions.

### 2.7

- Test 2: Unidad 2, Etapa 2
- Test 1: Unidad 2, Etapa 1

#### Extension Strategies/Activities:

- 2.1 Discuss healthy and unhealthy food choices.
- 2.2 Create a map of Westampton Middle School.
- 2.6 Foods of other cultures.

#### Modification Strategies/Activities:

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

#### Technology/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

#### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

CRP4. Communicate clearly and effectively and with reason

CRP12. Work productively in teams using cultural global competence

#### Speaking and Listening

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and

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emphasize salient points.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly..

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### Suggested Assessments:

#### **Performance Task:**

2.1 Student speaking: Ordering food in the cafeteria.

2.2 Partner speaking/Actividad 8

2.3 Time practice and participation.

2.4 Actividad 12

2.5 Partner interviews

2.6 "Comprendiste?" and "Que piensas?" questions.

2.7 Teacher-created test.

<p><b>Theme/Unit: II</b> <b>Chapter Etapa 3: Mis Actividades</b></p>	<p><b>Suggested Sequence:</b> <b>7-8 Days</b></p>
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.</p> <p>7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> <li>• How does the use of self-correction enhance</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</li> </ul>

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<p>my presentation and help to clarify my message?</p>	<ul style="list-style-type: none"> <li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.</li> <li>• I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</li> </ul>
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**Knowledge, Skills, and Instructional Objectives:**

- 3.1 Express needs using the verb "tener".
- 3.2 Make plans and tell others what you are planning to do.
- 3.3 Sequence events in a story about your day.
- 3.4 Conjugate regular ER and IR verbs related to your extracurricular activities.
- 3.5 Conjugate verbs with irregular yo form.
- 3.6 Telling what you hear using the verb "Oir".
- 3.7 Use reading strategies to comprehend a short, simple written piece.
- 3.8 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster with Phrases and greeting expressions.
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura.**

**Suggested Vocabulary:**

- La fuente
- El globo
- El vendedor
- La carretilla de mano
- La sombrilla
- El arbol
- El postre de alumbrado.

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- 3.1
  - Review the verb "tener".
  - In groups, choose a section of the food pyramid. Add foods that belong in your section. Add this to a class food pyramid.
  - Return to your groups. Plan and present a balanced meal.
  - Actividad 6, pg. 148.
- 3.2
  - Complete "Ir+a" notes.
  - Write three sentences on cards. Cut each card between subject and "Ir+a". Ask volunteers to match the cards that belong together.
  - Ask each student to write at least one thing they will be doing after school today. Tell a partner.
  - With a partner, complete the puzzle activity in actividad 9, pg. 150.
  - Actividad 7, pg. 149
  -
- 3.3
  - Look at a series of pictures and sentences that show a typical day. Ask students about when certain activities occur.
  - Choose three activities you plan on doing after school. Using sequencing vocabulary, write a short story about your plans. Illustrate and present your story to the class.
- 3.4
  - Complete "er" and "ir" verb notes.

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- Give each student a card with a subject or conjugated verb. Partners will meet and form a sentence using their words.
- Create an illustrated verb card using one "er" and one "ir" verb. Write at least one sentence for each verb.
- Actividad 13, pg. 152

3.5

- Complete "conocer" and "hacer" notes.
- Complete actividad 15 and 16, pg. 153 with a partner.
- Play a game of "Guess Who?" using the verb "conocer" and descriptive vocabulary. For example, "Conozco a alguien muy alto y comico."

3.6

- Complete "oir" notes.
- With your group, choose from a list of places. Create a list of sounds you may hear in that location.
- Actividad 19 pg. 154
- Listening activity: What are you doing when you hear each sound?

3.7

- Review comprehension strategies, including skimming the reading for clues about content.
- Complete a calendar mapping out the week of a typical student in Mexico.
- Complete the "Comprendiste?" and "Que Piensas?" questions.

3.8

- Test 3: Unidad 2, Etapa 3

### Extension Strategies/Activities:

- Use TPR activities to reinforce vocabulary
- Video Synopsis
- Cultural Highlights9 Museo National Antropologia)
- Streamlining

### Modification Strategies/Activities:

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

### Technology/Cross-curricular Connections/Standards:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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### 21<sup>st</sup> Century Skills

CRP3. Attend to personal health and financial well-being

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CRP12. Work productively in teams using cultural global competence

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SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Suggested Assessments:**

**Performance Task:**

- 3.1 Participation/Group presentations
- 3.2 Actividad 7
- 3.3 Story presentations, using a rubric. This may be done individually or with a partner.
- 3.4 Verb cards
- 3.5 Actividad 15 and 16
- 3.6 Listening comprehension
- 3.7 Calendar activity
- 3.8 Teacher-created test

<p><b>Theme/Unit: III</b> <b>Chapter Etapa 1: Me gusta el Tiempo Libre</b></p>	<p><b>Suggested Sequence:</b> <b>7-8 Days</b></p>
<p><b>NJSLS:</b></p> <p>7.1.IL.A.1 - Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.</p> <p>7.1.IL.A.4 - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 - Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 - Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 - Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 - Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 - Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 - Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations</p> <p>7.1.IL.B.4 – Ask and respond to factual interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 - Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 - Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports</p> <p>7.1.IL.C.3 - Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 - Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 – Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture(s) and one’s own culture.</p> <p>7.1.IL.C.6 - Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>	
<p><b>Big Ideas:</b></p> <p>Communication is the ability to understand and be understood in real world contexts.</p> <p>Language and culture are mutually dependent.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific.</p> <p>What is perceived as “basic needs” varies among and within cultures.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What do I do to help me understand the details of what I read and hear?</li> <li>• How does what I know about the target culture help me understand what I hear and read from native speakers and writers?</li> <li>• How do I avoid miscommunication?</li> <li>• How can I use culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</li> <li>• How do I decide what needs further editing and revision?</li> <li>• How does the use of self-correction enhance</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Looking for cognates, loanwords, watching the speaker, and looking at visuals can often help me to better understand.</li> <li>• The background of the author influences the message that is delivered in both speech and writing.</li> <li>• The use of paraphrasing, questioning, and interpreting responses enables me to communicate better in unfamiliar situations.</li> <li>• When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</li> </ul>



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<p>my presentation and help to clarify my message?</p>	<ul style="list-style-type: none"> <li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.</li> <li>• I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</li> </ul>
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**Knowledge, Skills, and Instructional Objectives:**

- 1.1 Introduce routines, materials, and expectations.
- 1.2 Express emotions using the verb estar.
- 1.3 Make, accept, and decline invitations.
- 1.4 Tell what you have just done using "acabar de".
- 1.5 Tell where you have just been using "venir de".
- 1.6 Express likes and dislikes from a variety of perspectives.
- 1.7 Hold a simple telephone conversation, including leaving a voicemail message.
- 1.8 Use reading strategies to comprehend a short, simple written piece.
- 1.9 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files.
- Poster
- Maps of the Spanish Speaking World.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura.**

**Vocabulary:**

Estoy perdido ¿Podría Ayudarse?  
 ¿Puede Ayudarme?  
 ¿Dónde Está (el Baño/ la Farmacia)?  
 ¡Vaya Ud Derecho! Pues Tuerza Ud por la Izquierda/ Derecha! Estoy Buscando Un Momento, Por Favor! ¡No Cuelgue, Por Favor! ¿Cuánto Vale/ Cuesta Eso?  
 ¡Perdone! / ¡Oiga! ¡Venga Conmigo!

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- 1.1
  - Introduce textbooks and materials used in the Spanish classroom.
  - Introduce classroom routines.
  - Review classroom expectations.
- 1.2
  - Design a mask showing one of the emotions from our vocabulary. In groups, discuss each member's mask. Post and label these on a bulletin board for future reference.
  - Give pairs a card with one of the sentences from activities 5 and 6. Pairs should complete, illustrate, and present the scenario to the class.
  - Create a "Como te sientes Hoy?" poster using this chapter's emotions vocabulary.
- 1.3
  - Complete brief activities notes, drawing attention to "conmigo" and "contigo".
  - Using a paper template, "text" a partner to make an invitation to do the activity of your choice. Respond to your partner's invitation.
  - Actividad 8, pg. 177
- 1.4
  - Complete "acabar de" notes.
  - Actividad 10, pg. 178
  - With a partner, design a short dialogue. One partner should ask about emotions and the other should

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explain what caused his or her mood.

1.5

- Complete "venir de" notes.
- In groups, write a sentence about where you come from on a sheet of paper. Exchange with another group. Can they guess who wrote each sentence?
- Actividades 12 & 14, pg. 180

1.6

- Complete "gustar" notes. Highlight using "a + pronoun" for emphasis.
- Create a Venn diagram about yourself and a friend or family member. Meet with your group and share your likes and dislikes.
- Actividad 17, pg. 182

1.7

- Read a short piece about ways of answering the telephone.
- Listen to a telephone conversation between two friends. With a partner, read a list of statements and tell if they are true or false. Correct the false ones.
- With your partner, write a short skit about a telephone conversation. Your partner may or may not answer the telephone when you call.
- Create a cartoon about a telephone conversation.

1.8

- Review reading strategies.
- Summarize the article in two or three sentences.
- Complete the "Comprendiste?" and "Que Piensas?" questions on pg. 185.

1.9

- Test 1: Unidad 3, Etapa 1

**Extension Strategies/Activities:**

- 1.3 Spanish texting conventions
- 1.6 Using charts and diagrams to compare and contrast Sport in USA and South America.
- 1.8 Music of Puerto Rico
- 1.9 El Beisbol- El pasatiempo nacional. ( reflecting on Sport traditions)

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

- 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.
- 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**21<sup>st</sup> Century Skills**

- CRP3. Attend to personal health and financial well-being
- CRP4. Communicate clearly and effectively and with reason
- CRP12. Work productively in teams using cultural global competence

**Speaking and Listening**

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

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Grades 7-8 Content Area: World Languages

diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly..  
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### Suggested Assessments:

#### **Performance Task:**

- 1.1 Class participation
- 1.2 Emotions vocabulary posters
- 1.3 Collect student "text" messages
- 1.4 Partner dialogues
- 1.5 Activities 12 & 14
- 1.6 Venn diagram and group speaking
- 1.7 Student cartoons or skits
- 1.8 Comprehension questions
- 1.9 Teacher-created

<p>Theme/Unit: III Chapter Etapa 2: Deportes para todos</p>	<p>Suggested Sequence: 7-8 Days</p>
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my presentation and help to clarify my message?	<ul style="list-style-type: none"><li>• When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.</li><li>• I will have to make decisions about when to correct errors and when to gloss over them based on the audience and the effectiveness of the message being delivered.</li></ul>
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**Knowledge, Skills, and Instructional Objectives:**

- 2.1 Discuss Sport. Ask and answer questions about your favorite sports.
- 2.2 Tell what skills you need to play your favorite sports. Conjugate verbs with irregular yo form.
- 2.3 Tell what you use in your favorite sports.
- 2.4 Tell where and when you play your favorite sports.
- 2.6 Tell what sport you know how to play- use the verb jugar- use stem-changing verbs.
- 2.5 Make comparisons using "mas/que", "menos/que" and "tan/como".
- 2.6 Use reading strategies to comprehend a short, simple written piece.
- 2.7 Assess this chapter's vocabulary and concepts.

**Instructional Materials/Resources:**

- Vocabulary Files on Prom. Board.
- Poster of different Sport.
- Video Cultura.
- Cultural connection.
- Grammar in Accion.
- Textbook: **En Espanol / Aventura**

**Suggested Vocabulary:**

**Technology:**

- Computers
- Videos
- Cassette/ Audio
- Promethean Board.
- Quick DVD presentation

**Recommended Instructional Activities:**

- 2.1
  - Complete stem-changing verb notes, highlighting preferir and querer.
  - Choose a favorite sport and complete an organizer with helpful vocabulary.
  - Actividades 9 & 10, pg. 200
- 2.2
  - Complete verb notes: Irregular yo forms.
  - Make a list of actions you take while playing your favorite sport. Compile a class list to be copied and distributed to your classmates.
  - Actividad 12, pg. 201
- 2.3
  - Read "Tambien se Dice" and learn about the various vocabulary words for "ball".
  - Choose one of three sports vocabulary practice activities to complete.
  - With a partner, play the role of sports store employees. One employee is new and needs help stocking various sports equipment. The other will need to direct him or her to the appropriate section of the store.
- 2.4
  - Read a short passage about famous Hispanic athletes. Choose an athlete and write a fact from the text. Exchange with a partner and ask them to find which athlete you chose.
  - Group up and present a brief profile of your athlete. Be sure to include skills, where they play their sport, and what they use.
  - With your group, create a web about a favorite sport. Share this with the class.
- 2.5
  - Assign volunteers to be "directors". Arrange classmates holding vocabulary cards to make a sentence that reflects your opinion about two sports.
  - Actividad 16 & 17, pg. 203
  - Complete a graphic organizer that compares two sports.
  - Write a short piece comparing a sport you enjoy playing to a sport you enjoy watching or a short piece comparing and contrasting two sports you enjoy. Share with a partner, revise, and publish.

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2.6

- Complete the table on page 206, showing the sports you associate with other countries.
- Read "Beisbol: El Pasatiempo Nacional".
- Complete the "Comprendiste?" and "Que Piensas?" questions.

2.7

- Test 2: Unidad 2, Chapter Etapa 2

**Extension Strategies/Activities:**

- 12.6 El Beisbol- El pasatiempo nacional. (reflecting on Sport traditions)
- Write a brochure promoting a new sport

**Modification Strategies/Activities:**

- As per IEP/504
- Read directions
- Restate instruction
- Modify homework assignments if necessary
- Allow wait time to process
- Study guide as needed
- Check work frequently

**Technology/Cross-curricular Connections/Standards:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Suggested Assessments:**

Performance Task:

- Students research a sport that is not played in the USA, and then present which American sport resembles that sport or uses similar skills. A variation of the assessment would be that the students are engaged in the research of the country of the origin and then present an American sport athlete who would excel in a non-American sport, discussing why he believes the athlete would be successful or what strategies the athlete would need to be successful in the sport.

Other assessment evidence

- International sport day- the teacher prepares a full international experience where students will have the opportunity to showcase the sport they have researched and presented for their peers.
- Test and Quizzes.
- Students present the sport of the country of origin and how it is similar or different to American sport.

# Support Documents



## Board Policies Applicable to Curriculum

### 2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2008

### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2014

## 2200 CURRICULUM CONTENT

### M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

Adopted: 17 October 2002

## 2210 CURRICULUM DEVELOPMENT

### M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

## 2220 ADOPTION OF COURSES

M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

## 2230 COURSE GUIDES

### M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

## Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

### *Year 1: Curriculum Evaluation and Development*

- Examine the state statutes, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

### *Year 2: Initial Implementation and Revision*

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine impact of new curriculum on student learning.

### *Years 3 and 4: Full Implementation*

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

### *Year 5: Full Implementation/Revision Planning*

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJCCCS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-

year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum doc





# Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## Introduction

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson, How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

## Practices that Support Students with Various Needs

### (Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

#### Student Motivation

*Rationale:* Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

#### *Purpose:*

Create interest  
Develop persistence  
Build confidence  
Promote enjoyment  
Foster independence

#### *Strategies:*

Personally meaningful activity  
Activity choice  
Hands-on, multimodal activities  
"Doable" tasks  
Attention to learning style  
Student involvement in goal setting  
Modified assessment activities  
Choice to work with others or alone

#### Instructional Presentation

*Rationale:* Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

#### Instructional Preparation

#### *Purpose:*

Motivate  
Establish purpose and goals of lesson  
Activate prior knowledge  
Build background  
Focus

#### *Examples:*

Previewing information/materials  
Advanced organizers  
Brainstorming and webbing  
Questioning techniques  
K-W-L strategies

## Organize

Warm-ups  
Visual demonstrations, illustrations, models  
Mini-lessons

### Instructional Prompts

#### *Purpose:*

Organize information  
Build whole-part relationships  
Cue associations and connections  
Highlight essential concepts  
Generate categorization and comparisons  
Activate recall  
Summarize

#### *Examples:*

Graphic organizers  
Semantic organizers  
Outlines  
Mnemonics  
Analogies  
Feature analysis  
Color coding  
Key words/Labels  
Writing frames/templates  
Restating/clarifying oral directions  
Cue Cards  
Pictures  
Movement cues  
Notetaking guides  
Segmenting/chunking tasks  
Directions on overhead/board

### Instructional Application

#### *Purpose:*

Simplify abstract concepts  
Provide concrete examples  
Extend ideas and elaborate understanding  
Build connections and associations  
Relate to everyday experiences  
Promote generalization  
Engage multiple modalities

#### *Examples:*

Graphics and charts  
Data charts  
Flow charts  
Drawings and other illustrations  
Dramatics – role play  
Props and manipulatives  
Field trips  
Games and puzzles  
Models  
Interviews/surveys  
Think aloud - modeling  
Simulations  
Hands-on activities  
Constructions  
Dramatizations  
Music and movement  
Concept activities  
Application activities  
Real-life applications (write letter to editor)

### Instructional Monitoring

#### *Purpose:*

Provide checks for understanding  
Redirect attention  
Direct on-task behavior  
Promote participation  
Check progress  
Assist in goal setting  
Establish timelines  
Clarify assignments, directions, and directions  
Provide reinforcement and corrective feedback  
Promote strategy use and generalization  
Manage student behavior and interactions  
Develop self-questioning and self-regulation

#### *Examples:*

Self-monitoring checklists  
Think-alouds  
Journal entries  
Portfolios  
Interviews  
Questioning techniques  
Student contracts  
Reward system

### Instructional Grouping

#### *Purpose:*

Cooperative learning groups  
Peer partners  
Buddy Systems  
Teams

#### *Examples:*

Assist physically  
Clarify  
Prompt cue  
Gestures and signals  
Interpret  
Reinforce  
Highlight  
Organize  
Focus

### Student Response

*Rationale:* Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standings.

#### *Response Format Adaptation Examples:*

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

*Response Procedure Adaptation Examples:*

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

### Limited English Proficiency Students

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is \_\_\_\_\_ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

### Academically Talented Learners

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

#### Strategies for Academically Talented Learners

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:



- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

### Miscellaneous/All Learners

#### Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

#### Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television

## Works Consulted

The World Language Curriculum of the following districts were reviewed during the development of this curriculum document:

- Mount Holly School District, Mount Holly, NJ
- Lumberton School District, Lumberton, NJ
- Evesham School District, Evesham, NJ