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<td>Central Unit Standards</td>
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</table>
Course Overview

The New Jersey Foreign Languages Curriculum Framework was established with the belief that all students should become proficient in at least one language in addition to English by the time they graduate from high school. Students in New Jersey who engage in the study of a foreign language are part of a global society that is dynamic and technologically driven and communicates knowledge and ideas across geographical, cultural, and linguistic borders.

This elementary World Language course is an introduction to the study of the target language and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within a given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles.

**Primary Resource(s) & Supplemental/Other**

- Magic Box, Puppet Show, Flash Cards
- Viva El Español Elementary Learning Kit
- Music That Teach Spanish
- 78Games: Fly Swatter, Simon Says, Interactive games
- The Salsa DVD - VHS series, Online - [http://www.gpb.org/salsa](http://www.gpb.org/salsa)
- Puzzlemaker.com
- Quia.com
- Studyspanish.com
- Weatherchannel.com
- Posters CD’s, Videos, DVD’s
- Manipulatives (counters, attribute blocks…)
- Clothing/Realia SmartBoard
- Jump Start Spanish software
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Pacing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong> Greetings and Polite Expressions</td>
<td>4 Class Periods/Month</td>
</tr>
<tr>
<td>Days of the Week and Months of the Year</td>
<td>September - October</td>
</tr>
<tr>
<td>Seasons</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2:</strong> Colors in Spanish</td>
<td>4 Class Periods/Month</td>
</tr>
<tr>
<td>Numbers in Spanish 0 to 20</td>
<td>November - December</td>
</tr>
<tr>
<td>Tell Time in Spanish</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3:</strong> The House, Family Members, and Pets</td>
<td>4 Class Periods/Month</td>
</tr>
<tr>
<td>Identify Body Parts</td>
<td>January - March</td>
</tr>
<tr>
<td>Identify Clothing Items</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4:</strong> Learn the Names of Food and Drink</td>
<td>4 Class Periods/Month</td>
</tr>
<tr>
<td>Areas in the School and Classroom Items</td>
<td>April - June</td>
</tr>
<tr>
<td>Countries and Cultures</td>
<td></td>
</tr>
</tbody>
</table>
# Unit 1 Overview At-a-Glance

### Unit #1 – Greetings, Days, Seasons

#### Unit Description:
In this unit, students will learn how to greet one another politely, the days of the week, the months of the year, and the names of the seasons in Spanish.

#### Essential Skills:
- Manners
- Days of the Week
- Months of the Year
- Names of the Seasons

---

## Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards</th>
<th>Supporting Unit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will focus primarily on learning goals aligned with the following standards: <a href="https://www.nj.gov/education/cccs/">https://www.nj.gov/education/cccs/</a></td>
<td>This unit will also include activities aligned with the following standards:</td>
</tr>
<tr>
<td><strong>Standards:</strong></td>
<td></td>
</tr>
<tr>
<td>- NJLSA.SL1</td>
<td></td>
</tr>
<tr>
<td>- NJLSA.SL5</td>
<td></td>
</tr>
</tbody>
</table>

### Visual and Performing Arts Standards - (K5-5)
This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)

#### Standard 1.1 The Creative Process
- Students will draw and create their own calendars in Spanish.
- Students will create their own handicapped signs in Spanish.

#### Standard 1.4 Performance
- Students will practice greeting each other and using proper manners in Spanish.

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### Holocaust/Amistad Commission Standards Integration
This unit will also include activities aligned with the following standards (where applicable):

#### Holocaust Education:
- Students will explore the climate and conditions that the people in the concentration camps had to endure during certain seasons of the year.

#### Amistad Education Commission:
- Students will explore the climates and conditions that slaves had to endure during certain times of the year.

### Integration of Contributions of Persons with Disabilities
This unit will also include instruction on the political, economic, and
social contributions of persons with disabilities with the following content/activities (where applicable):
- Students will explore how to display handicapped signs in Spanish.

<table>
<thead>
<tr>
<th>Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students</th>
<th>Integration of 21st century skills through NJSLS 9 and Career Education: <a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></th>
</tr>
</thead>
</table>
| **Special Education Students** | 9.1 – Personal Financial Literacy
  - 9.1.4.A.1
  - 9.1.4.A.2
  - 9.1.4.A.3
  - 9.1.4.A.4
| Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:
  - Alternate Response
  - Advance/Guided Notes
  - Extended Time
  - Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
  - Simplified written and verbal instructions,
  - Differentiated instruction to meet varied needs and levels of all students. | 9.2 – Career Awareness, Exploration, and Preparation
  - 9.2.4.A.1
  - 9.2.4.A.2
  - 9.2.4.A.3
  - 9.2.4.A.4 |
| **English Language Learners (ELLs)** | 9.3 – Career and Technical Education
  - 9.3.12.AG-PST.1
  - 9.3.12.AG-PST.2
  - 9.3.12.AG-PST.3
  - 9.3.12.AG-PST.4
  - 9.3.12.AG-PST.5 |
| Modify instructional approach and/or assignments and evaluations as needed to facilitate strong learning for ELL students | Career Ready Practices
  - CRP1
  - CRP2 |
- ELL support materials (eDictionaries, native language prompts, etc.)
- Differentiated instruction to meet varied needs and levels of all students.

**504 Students**
- Modify instructional approach and/or assignments an evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions)
- Simplified written and verbal instructions

**Gifted and Talented Students**
- Modify approaches, assignments and evaluations as needed to challenge gifted students
- Increased integration of higher order thinking process, creative and critical thinking activities, problem-solving and open-ended tasks
- Self-regulated group interactions
- Advanced pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic learning

**Assessments - including benchmarks, formative, summative, and alternative assessments**
- Oral Communication
- Teacher Observation of Student Participation

**Suggested Interdisciplinary Activities for this Unit** (each activity must include a corresponding grade-level standard)

**Character Education** - Students will demonstrate respect and taking turns greeting each other in simulated situations, such as encountering a classmate in the mall while walking along with another friend. (CRP4.)
**Literacy/Library** - To help students remember the significance of cognates, the class will Create a class wall-calendar together. Each month should have the name of the month and days, as well as the numbers. The months will be written in English and Spanish in order to illustrate the similarities or the words (cognates). (RF.3.4)

**Science Link** - Distribute copies of the Sun Clock pattern: www.exploratorium.edu/science_explorer/clock_diagram.html. Have students cut out the rectangular pattern. Students then cut, as accurately as possible. They should the directions given on designing a sun clock: www.exploratorium.edu/science_explorer/sunclock.html. (3-ESS2-2)

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**Unit Resources**

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

**Leveled Supplemental Materials and Media/School Library Resources**
- The Salsa DVD - VHS series,
- Viva el Español Elementary learning kit
- “Kids Explore...” series for teaching geography, vocabulary, history, culture, a variety of age - appropriate fiction and nonfiction literature.

**Integration of the Technology Standard 8.1 & 8.2**
https://www.nj.gov/education/aps/cccs.tech/
- 8.1.5.A.2
- 8.1.5.A.1
- 8.2.5.A.4
- http://www.gpb.org/salsa
- Puzzlemaker.com
- Quia.com
- Studyspanish.com
- Youtube.com
## Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to use greetings and polite expressions in Spanish.</td>
<td>The teacher models greetings with self-introduction. Students take turns greeting each other in Spanish. The teacher then has the students’ count off in a series of three (uno, dos, tres). Then the students are grouped based on their number “uno con uno” (one with one’s) etc. The teacher will have the divided groups take turns performing an impromptu skit, where they will introduce themselves to each other in the target language, giving their name etc. Practice talking, responding and presenting. Students will ask each other basic questions having short dialogue.</td>
<td>Students will respond to basic greetings and farewells when appropriate. They will be able to respond to greeting when entering or leaving the classroom or encountering non-native speakers.</td>
<td>Completed homework/class work assignment(s) Student generated portfolio(s) Quiz(es)/Test(s) WebQuest Oral evaluation(s) Teacher observation Student participation Teacher created SMART Board assessment</td>
</tr>
<tr>
<td>NJSLSA.SL1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students will be able to recognize and say the days of the week, the months of the</td>
<td>Teacher will have students practice the vocabulary by modeling pronunciation about the days of the week and</td>
<td>Students will recognize the months, and the days of the week making note of any</td>
<td>Completed homework/class work assignment(s) Student generated portfolio(s) Quiz(es)/Test(s)</td>
</tr>
</tbody>
</table>


year and the seasons in the Spanish.

**NJSLSA.SL5** – Make Strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

months of the year. The teacher will then have the students use blank sheet of paper to create a simple blank monthly calendar. The students will then fill in the calendar with the words corresponding to the days of the week in the target language. Have each student label their calendar with a different month.

months they may recognize due to being a cognate.

Students will be able to discuss certain dates that are important to them (such as birthdays, holidays, etc.) by asking when they are and answering the other students.

WebQuest
Oral evaluation(s)
Teacher observation
Student participation
Teacher created SMART Board assessment

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**Unit 2 Overview At-a-Glance**

**Unit #2 – Colors, Numbers, Time**

**Unit Description:**
In this unit, students will count from zero to twenty and identify colors in Spanish

**Essential Skills:**
- Number names and symbols
- Number Lines
- Names and shades of Primary Colors
- Telling Time
- Analog Clock

**Standards Addressed within this Unit**

**Central Unit Standards** - This unit will focus primarily on learning goals aligned with the following standards: [https://www.nj.gov/education/cccs/](https://www.nj.gov/education/cccs/)

**Supporting Unit Standards** - This unit will also include activities aligned with the following standards:

**Standards:**
- 7.1.NM.A.2
Visual and Performing Arts Standards - This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)

**Standard 1.1 The Creative Process**
- Students will mix primary paint colors together to create a secondary color and identify the colors in Spanish.

**Standard 1.3 Performing**
- Students will practice meeting and greeting each other in Spanish.

Holocaust/Amistad Commission Standards Integration - This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- Infuse Holocaust related informational text where appropriate.

**Amistad Education Commission:**
- Infuse Amistad related informational text where appropriate.

Integration of Contributions of Persons with Disabilities - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):
- Students can explore what it would be like to be color blind and how that would affect their everyday life and create challenges.

Integration of Contributions of LGBT People - This unit will also include instruction on the political, economic, and social contributions of LGBT people with the following content/activities (where applicable):
- While mixing the primary colors to create secondary colors, students can explore the meaning behind the rainbow symbol for the LGBT community.

Unit Details

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students** - Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented

**Integration of 21st century skills through NJSLS 9 and Career Education:**
[https://www.state.nj.us/education/cccs/2014/career/](https://www.state.nj.us/education/cccs/2014/career/)

9.1 – Personal Financial Literacy
students including but not limited to:

**Special Education Students**
- Modify instructional approach and/or assignments an evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- Differentiated instruction to meet varied needs and levels of all students.

**English Language Learners (ELLs)**
- Modify instructional approach and/or assignments an evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- ELL support materials (eDictionaries, native language prompts, etc.)
- Differentiated instruction to meet varied needs and levels of all students.

**504 Students**
- Alternate Response
- Advance/Guided Notes
- Extended Time

- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.3
- 9.1.4.A.4

**9.2 – Career Awareness, Exploration, and Preparation**
- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3
- 9.2.4.A.4

**9.3 – Career and Technical Education**
- 9.3.12.AG-PST.1
- 9.3.12.AG-PST.2
- 9.3.12.AG-PST.3
- 9.3.12.AG-PST.4
- 9.3.12.AG-PST.5

**Career Ready Practices**
- CRP1
- CRP2
- CRP3
- CRP4
- CRP5
- CRP6
- CRP7
- CRP8
- CRP9
- CRP10
- CRP11
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions

**Gifted and Talented Students**
- Increased integration of higher order thinking process, creative and critical thinking activities, problem-solving and open-ended tasks
- Self-regulated group interactions
- Advanced pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic learning

<table>
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<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
<th>Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed homework/class work assignment(s)</td>
<td><strong>Art</strong> - Have students use a printout of Picasso’s Cubist works. Students will attempt to identify what geometric shapes are favored in the piece. The students will then answer the questions, how do they fit together, loosely or tightly? (1.1.5.D.2)</td>
</tr>
<tr>
<td>Student generated Portfolios</td>
<td><strong>Math</strong> - Using only geometric shapes have the students design their own Cubist work. (3.MD.B.3)</td>
</tr>
<tr>
<td>Quiz(es)/Test(s)</td>
<td><strong>ESL Link</strong> - The students will count off by numbers. Using actions like jump, hop, clap, run etc. Have the students split into teams based on the numbers counted off, and sit in lines with a chair by each team and one chair at the other end of the room. One student from each team stands next to their chair and teacher calls an action, e.g. &quot;Jump&quot;. Students must jump to the chair on the other side of the room and back, sitting down in their chair; students say &quot;I can jump&quot;. First one to do it gets their team a point. (7.1.NM.A.2)</td>
</tr>
<tr>
<td>WebQuest</td>
<td></td>
</tr>
<tr>
<td>Oral evaluation(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher observation of student participation</td>
<td></td>
</tr>
<tr>
<td>Teacher created SMART Board assessments</td>
<td></td>
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</table>
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

### Leveled Supplemental Materials and Media/School Library Resources
- The Salsa DVD - VHS series,
- Viva el Español Elementary learning kit
- “Kids Explore...” series for teaching geography, vocabulary, history, culture, a variety of age-appropriate fiction and nonfiction literature.

### Integration of the Technology Standard 8.1 & 8.2
https://www.nj.gov/education/aps/cccs/tech/
- 8.2.5.B.4
- 8.1.5.A.6
- [http://www.gpb.org/salsa](http://www.gpb.org/salsa)
- Puzzlemaker.com
- Quia.com
- Studyspanish.com
- Youtube.com

### Unit #2 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify primary and secondary colors in the target language. <strong>NJSLSA.SL4</strong> – Present information, finding and supporting evidence such that listeners can follow the line of reasoning and the organization, development and</td>
<td>Ask students which colors can be mixed together to make anaranjado (orange), verde (green), and morado (purple). Have the students take turns pointing to the primary colors and giving the word in the target language. Introduce the words colores primarios (primary colors) and colores secundarios (secondary colors).</td>
<td>Learn the primary colors in Spanish Learn the colors of some common objects. Write simple words associated with the primary colors. Talk in simple terms about colors.</td>
<td>Completed homework/class work assignment(s) Student generated portfolio(s) Quiz(es)/Test(s) WebQuest Oral evaluation(s) Teacher observation Student participation Teacher created SMART Board assessment</td>
</tr>
</tbody>
</table>
Students will be able to recognize and count numbers from 0 to 20 in the target language.

**NJSLSA.SL2** – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

---

Begin the activity by counting in Spanish to twenty with the students. Have the students carefully sound out the words and guess how the words are spelled. Write the correct spellings on the board. Pass out pieces of white paper with a peer of numerals already written on each of them. The students will write the words in the target language. After writing the words, the students will staple the papers together creating a number counting book. Students brainstorm for possible titles: My Spanish Counting Book, Counting In Spanish, Etc... Have the students write down their Title and Author's Name (themselves) on the front cover. Then have the students write all the words in Spanish first. After the students have completed their writing, have them illustrate each page by drawing objects that match the numbers. ---Laminating is optional.

Recognize and count numbers from zero to twenty without the aid of the teacher. Perform simple math operations using the number words in the target language.

Completed homework/class work assignment(s)  
Student generated portfolio(s)  
Quiz(es)/Test(s)  
WebQuest  
Oral evaluation(s)  
Teacher observation  
Student participation  
Teacher created SMART Board assessment
Students will be able to tell time and ask time-related questions correctly in Spanish.

**NJSLSA.SL5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation.**

Use a teacher clock to teach time telling. First, teach whole hours using short sentences in target language “es la una” (it’s one o’clock), “son las dos” (its two o’clock). Have students repeat your sentences. Use clock handouts that show times that must be written on faceless clocks. Model the exercises prior to getting started. Provide independent practice, and then review answers. Have students take turns using the clock and “teaching” their peers. *Action verbs can be revisited in this lesson: “At 5:00 I eat dinner”, etc.*

The students will be able to tell and write time to the time to the whole hour using analog and digital clocks. To tell the time to the nearest hour, half hour and 15 minutes in the target language.

<table>
<thead>
<tr>
<th>Completed homework/class work assignment(s)</th>
<th>Student generated portfolio(s)</th>
<th>Quiz(es)/Test(s)</th>
<th>WebQuest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral evaluation(s)</td>
<td>Teacher observation</td>
<td>Student participation</td>
<td>Teacher created SMART Board assessment</td>
</tr>
</tbody>
</table>

**Unit 3 Overview At-a-Glance**

**Unit #3 – Family**

**Unit Description:**
In this unit, students will identify their home, family members and pets in Spanish. Students will also be able to identify body parts and articles of clothing in Spanish.

**Essential Skills:**
- Rooms in a home
- Different types of homes: apartment, house, etc.
- Parts of the Body
- Clothing Items
- Animals
- Pets
- Household Items

**Standards Addressed within this Unit**

| Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards: [https://www.nj.gov/education/cccs/](https://www.nj.gov/education/cccs/) | Supporting Unit Standards- This unit will also include activities aligned with the following standards: Standards:  
- 7.1.NM.B.4  
- 7.1.NM.B.1  
- 7.1.N.M.C.2  
- 7.1.N.M.C.3 |
|---|---|
| Standards:  
- NJSLSA.SL5  
- NJSLSA.L6  
- NJSLSA.SL4 | Visual and Performing Arts Standards- This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)  
**Standard 1.1 The Creative Process**  
- Students will create a map/drawing of their home and label it in Spanish. |
| Holocaust/Amistad Commission Standards Integration- This unit will also include activities aligned with the following standards (where applicable): Holocaust Education:  
- Infuse grade-appropriate Holocaust informational text where applicable.  
Amistad Education Commission:  
- Students will explore the living quarters/homes in the slave system. Integration of Contributions of Persons with Disabilities - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):  
- Students will explore the importance and purpose of service animals to people with disabilities. |

**Unit Details**

<table>
<thead>
<tr>
<th>Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students- Modify instructional approach and/or assignments and evaluations as needed for students with</th>
<th>Integration of 21st century skills through NJSLS 9 and Career Education: <a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></th>
</tr>
</thead>
</table>
IEPs, ELLs, students at risk of failure 504s, and gifted and talented students **including but not limited to:**

**Special Education Students**
- Modify instructional approach and/or assignments and evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- Differentiated instruction to meet varied needs and levels of all students.

**English Language Learners (ELLs)**
- Modify instructional approach and/or assignments and evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- ELL support materials (eDictionaries, native language prompts, etc.)
- Differentiated instruction to meet varied needs and levels of all students.

**504 Students**
- Alternate Response
- Advance/Guided Notes
- Extended Time

<table>
<thead>
<tr>
<th>9.1 – Personal Financial Literacy</th>
</tr>
</thead>
<tbody>
<tr>
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<thead>
<tr>
<th>9.2 – Career Awareness, Exploration, and Preparation</th>
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<td>9.2.4.A.2</td>
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<td>9.2.4.A.4</td>
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<tr>
<th>9.3 – Career and Technical Education</th>
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<tr>
<td>9.3.12.AG-PST.1</td>
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<td>9.3.12.AG-PST.2</td>
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<td>9.3.12.AG-PST.3</td>
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<td>9.3.12.AG-PST.4</td>
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<tr>
<td>9.3.12.AG-PST.5</td>
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**Career Ready Practices**
- CRP1
- CRP2
- CRP3
- CRP4
- CRP5
- CRP6
- CRP7
- CRP8
- CRP9
- CRP10
- CRP11
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- Differentiated instruction to meet varied needs and levels of all students.

**Gifted and Talented Students**
- Modify approaches, assignments and evaluations as needed to challenge gifted students
- Increased integration of higher order thinking process, creative and critical thinking activities, problem-solving and open-ended tasks
- Self-regulated group interactions
- Advanced pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic learning

**Assessments - including benchmarks, formative, summative, and alternative assessments**
- Completed homework/class work assignment(s)
- Student generated portfolio(s)
- Quiz(es)/Test(s)
- WebQuest
- Oral evaluation(s)
- Teacher observation of student participation
- Teacher created SMART Board assessment

**Suggested Interdisciplinary Activities for this Unit** (each activity must include a corresponding grade-level standard)

**Social Studies** - Discuss family crests. Then brainstorm with students to get ideas that could represent their family histories or lives. On a large piece of paper, have students trace or draw an outline of any shape (such as an oval). Divide the shape into three or four equal sections. In each section, students draw a picture that represents one idea about their family. Some may prefer to cut out pictures from magazines or use a family photograph. Another alternative is to use a computer, since this activity can be done easily with any drawing program. Laminate the finished crests, if possible. Have students share and compare their crests. (6.1.4.D.13)

**Physical Education** - Students will create a body collage. The students will cut open two large paper bags and tape them together until they have a size that's a little longer and a little wider than...
themselves. Each student will lie on the paper and have a partner trace around your outline. The students will then cut out the body shape. (Optional) Students find pictures in magazines that show things that they like. They will cut them out and paste them to the outline. These could be anything from pictures of animals, to computer games, cars or musical groups. They will draw faces, shoes, etc. using pencil crayons or crayons. Hang each collage on a door or wall. (2.5.6.C.2)

<table>
<thead>
<tr>
<th>Unit Resources</th>
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<tr>
<td>Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.</td>
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<tr>
<th>Leveled Supplemental Materials and Media/School Library Resources</th>
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<tbody>
<tr>
<td>• The Salsa DVD - VHS series,</td>
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<td>• Viva el Español Elementary learning kit</td>
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<tr>
<td>• “Kids Explore...” series for teaching geography, vocabulary,</td>
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<tr>
<td>history, culture, a variety of age - appropriate fiction</td>
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<td>and nonfiction literature.</td>
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<tr>
<th>Integration of the Technology Standard 8.1 &amp; 8.2</th>
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<tr>
<td><a href="https://www.nj.gov/education/aps/cccs/tech/">https://www.nj.gov/education/aps/cccs/tech/</a></td>
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<tr>
<td>• 8.1.5.A.1</td>
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<tr>
<td>• 8.2.5.D.1</td>
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<tr>
<td>• Quia.com</td>
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<td>• Studyspanish.com</td>
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<td>• Youtube.com</td>
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<tr>
<th>Unit #3 Targeted Instructional Planning to Address Central Unit Standards:</th>
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<tbody>
<tr>
<td><strong>Central Unit Standard and Student Learning Objective</strong></td>
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<tr>
<td><strong>Suggested Instructional Activities</strong></td>
</tr>
<tr>
<td><strong>Suggested Student Output</strong></td>
</tr>
<tr>
<td><strong>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</strong></td>
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<tr>
<td>Students will be able to talk about family members in Spanish.</td>
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<tr>
<td>On construction paper or like alternative, have students create a family. The students may use pictures from</td>
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<tr>
<td>Recognize and use the family vocabulary in question and answer sessions. Use a family</td>
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<tr>
<td>Completed homework/class work assignment(s) Student generated portfolio(s) Quiz(es)/Test(s)</td>
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</tbody>
</table>
| NJSLSA.SL5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation. | magazines. Have the students create the trunk and branches of the tree with a marker or construction paper of various colors. Then paste the pictures in their proper positions on the tree. Students label each family member represented with the Spanish word only. Use the family tree as a learning tool for recalling new vocabulary. Students can also create family trees, using drawings or actual photos of their own family members, mounted on poster board. | tree to show the connections between family members. | WebQuest  
Oral evaluation(s)  
Teacher observation  
Student participation  
Teacher created SMART Board assessment |
|---|---|---|---|
| Students will be able to name identify and various body parts and follow commands involving their body parts in the target language. | The teacher will have a silhouette of the head stuck on the board and will ask the students, “Qué es?” (What is it?) After a moment the teacher may point at his own head and say, “Es la cabeza.” (It is the head). The teacher will go on saying ‘But this head does not have…¿Qué? And will elicit from the students responses such as ojos (eyes), nariz (nose), pelo (hair), and then the teacher will have the students add these features to the silhouette. | Identify and name the parts of the body in Spanish and describe a person physically by his hair and color of eyes. Write the body parts words in Spanish | Completed homework/class work assignment(s)  
Student generated portfolio(s)  
Quiz(es)/Test(s)  
WebQuest  
Oral evaluation(s)  
Teacher observation  
Student participation  
Teacher created SMART Board assessment |
| NJSLSA.L6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when | | | |
encountering an unknown term important to comprehension or expression.

Teacher checks to see if any of the students know this Spanish vocabulary from previous years. Other silhouettes may be used to reinforce the newly learned vocabulary and to introduce the words for the different colors of hair such as rubio, moreno, pelirrojo (blonde, dark and red hair).

Students will be able to name articles of clothing and use the new vocabulary in appropriate sentences.

**NJSLSA.L6** – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Introduce clothing lesson with a poster person with attachable clothing. It can be more easily taught by incorporating the seasons (teaching in 4 parts), teaching the clothes appropriate for different types of weather. First, use “mi turno” (my turn), “tu turno” (your turn) with new vocabulary to teach correct pronunciation. Using one season at a time, have students dress their cut-out figures and label the articles of clothing in the target language. Review and reinforce vocabulary by asking questions in target language: “What does he need to wear in the winter?” Teach students how to answer in

Completed homework/class work assignment(s)
Student generated portfolio(s)
Quiz(es)/Test(s)
WebQuest
Oral evaluation(s)
Teacher observation
Student participation
Teacher created SMART Board assessment

Students will identify the Spanish names of common items of clothing and use them in meaningful contexts. Understand Hispanic clothing customs and expectations.
### NJSLSA.SL4 – Present information, findings and supporting evidence such that listeners can follow the line of

Students will be able to name animals found in a zoo, farm, and in the home in the target language.

#### Play the Matamosca game:

The teacher places the pictures of the animals on the board, and divides the class into two teams. The teacher will then ask for a team member from each side to come to the board. Gives each team member a Matamosca.

- Identify domestic animals that are and are not farming or zoo animals identifying them using the target language.

<table>
<thead>
<tr>
<th>Completed homework/class work assignment(s)</th>
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<tbody>
<tr>
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<tr>
<td>Teacher created SMART Board assessment</td>
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</table>
### Unit 4 Overview At-a-Glance

**Unit #4 – Title: Food and Drink**

**Unit Description:**
In this unit, students will learn the names of different foods and drinks in Spanish as well as the different countries and cultures.

**Essential Skills:**
- Types of Foods
- Types of Drinks
- Geography
- Cultural Differences

### Standards Addressed within this Unit

**Central Unit Standards** - This unit will focus primarily on learning goals aligned with the following standards:

- NJSLSA.SL5
- NJSLSA.SL1
- NJSLSA.R1

**Supporting Unit Standards** - This unit will also include activities aligned with the following standards:

- 7.1.NM.B.2
- 7.1.NM.A.5
- 7.1.NM.B.5
### Visual and Performing Arts Standards

This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)

**Standard 1.1 The Creative Process**
- Students will create their own menu in Spanish of a fictitious restaurant.

**Standard 1.3 Performing**
- Students will act out what it is like to order in a restaurant from a menu in Spanish.

### Holocaust/Amistad Commission Standards Integration

This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- Students will explore various informational texts pertaining to what children ate and drank during the Holocaust.

**Amistad Education Commission:**
- Students will explore various words introduced into the English language through cultural interactions.

### Integration of Contributions of Persons with Disabilities

This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):
- Students will explore how Spanish speaking people with disabilities communicate as compared to those in the United States.

### Unit Details

#### Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students

Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

**Special Education Students**
- Modify instructional approach and/or assignments and evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time

**Gifted Students**
- Modify instructional approach and/or assignments and evaluations as needed to facilitate learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time

#### Integration of 21st century skills through NJSLS 9 and Career Education

[https://www.state.nj.us/education/cccs/2014/career/](https://www.state.nj.us/education/cccs/2014/career/)

**9.1 – Personal Financial Literacy**
- 9.1.4.A.1
- 9.1.4.A.2
- 9.1.4.A.3
- 9.1.4.A.4

**9.2 – Career Awareness, Exploration, and Preparation**
- 9.2.4.A.1
- 9.2.4.A.2
- 9.2.4.A.3
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- Differentiated instruction to meet varied needs and levels of all students.

**English Language Learners (ELLs)**
- Modify instructional approach and/or assignments an evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- ELL support materials (eDictionaries, native language prompts, etc.)
- Differentiated instruction to meet varied needs and levels of all students.

**504 Students**
- Modify instructional approach and/or assignments an evaluations as needed to facilitate strong learning for ELL students
- Alternate Response
- Advance/Guided Notes
- Extended Time
- Teacher Modeling (non-verbal teacher communication in addition to spoken instructions),
- Simplified written and verbal instructions,
- Differentiated instruction to meet varied needs and levels of all students.

**9.2.4.A.4**

**9.3 – Career and Technical Education**
- 9.3.12.AG-PST.1
- 9.3.12.AG-PST.2
- 9.3.12.AG-PST.3
- 9.3.12.AG-PST.4
- 9.3.12.AG-PST.5

**Career Ready Practices**
- CRP1
- CRP2
- CRP3
- CRP4
- CRP5
- CRP6
- CRP7
- CRP8
- CRP9
- CRP10
- CRP11
### Gifted and Talented Students
- Modify approaches, assignments and evaluations as needed to challenge gifted students
- Increased integration of higher order thinking process, creative and critical thinking activities, problem-solving and open-ended tasks
- Self-regulated group interactions
- Advanced pacing levels
- Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic learning

### Assessments- including benchmarks, formative, summative, and alternative assessments
- Completed homework/class work assignment(s)
- Student generated portfolio(s) Quiz(es)/Test(s)
- Web Quest
- Oral evaluation(s)
- Teacher observation
- Student participation
- Teacher created SMART Board assessment

### Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)
**Science** - Students find a Spanish recipe at the library or on the internet that is written using the metric measurements. The students will convert the metric measurements to U.S. measurement. For fun the students will share recipes with other classmates. (4-ESS2-2.)

**Literacy/Library** - Print and cut out images of classroom objects, put some tape on the back and give some pictures to each student. Each time teacher elicit each object (door, bookcase, drawers, pen, etc.), the students then walk around the class stick the pictures on the objects. Once done, say to the students "Give me the (door) picture", and the students find the correct picture and give it to the teacher. Teacher could wait for this last part until the end of the lesson as a fun review. (NJSLSA.R5)

**Social Studies** - Students will discuss how different people celebrate autumn holidays. A comparison will be made between “El Dia de los Muertos” and “Halloween”. Students will create a Day of the Dead site using discarded items such as shoe boxes etc. (6.1.4.A.15)
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

### Leveled Supplemental Materials and Media/School Library Resources
- The Salsa DVD - VHS series,
- Viva el Español Elementary learning kit
- “Kids Explore...” series for teaching geography, vocabulary, history, culture, a variety of age-appropriate fiction and nonfiction literature.

### Integration of the Technology Standard 8.1 & 8.2
- 8.2.5.D.2
- [http://www.gpb.org/salsa](http://www.gpb.org/salsa)
- Puzzlemaker.com
- Studyspanish.com

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## Unit #4 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to recognize everyday foods in the target language and relate these foods to the healthy food choices.</td>
<td>Review food vocabulary with visuals representing the food groups of fruits, vegetables, and dairy by using whole group/choral response. Using a white board, draw a large circle map and label the center with one of the food categories in Spanish. For example, one circle will be labeled frutas. Ask the students which of the foods that they have reviewed would go in this category. As</td>
<td>Students will be able to choose meals from a menu. Using a menu, order a meal in the target language. Students will identify various foods and label them in the target language.</td>
<td>Completed homework/class work assignment(s) Student generated portfolio(s) Quiz(es)/Test(s) WebQuest Oral evaluation(s) Teacher observation Student participation Teacher created SMART Board assessment</td>
</tr>
<tr>
<td>Task</td>
<td>Details</td>
<td>Assessment</td>
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<tr>
<td>Students respond, repeat the word with whole-class response. Write the word or draw a picture in the circle map on the board. Do this for each of the different groups. Students should copy each of the circle maps on paper.</td>
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<tr>
<td>Students will be able to understand, respond to questions, and name items and locations found in a classroom and school in Spanish.</td>
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</table>
| **NJSLSA.SL1** – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | Start by identifying various landmarks in the school such as the main office, the bathroom, the cafeteria, etc. Introduce basic question/request communication using locations in the school “puedo ir al baño” (can I go to the bathroom), “puedo beber agua” (can I have a drink of water). Model the interaction by having the students use these basic requests throughout the year. | Understand when told to go to a location in the school. Answer to questions concerning those locations in the target language. | Completed homework/class work assignment(s)  
Student generated portfolio(s)  
Quiz(es)/Test(s)  
WebQuest  
Oral evaluation(s)  
Teacher observation  
Student participation  
Teacher created SMART Board assessment |
| Students will be able to talk about the geography, history, culture of a country where the Spanish language is spoken. | Use a globe or map to show location of target-language countries in relation to the United States.  
Read folklore from a Spanish speaking country, introducing common practices and beliefs. | Students will be able to comprehend the information by reading and discussing the books' content and important cultural points, thereby expanding their knowledge of Hispanic Cultures. | Completed homework/class work assignment(s)  
Student generated portfolio(s)  
Quiz(es)/Test(s)  
WebQuest  
Oral evaluation(s)  
Teacher observation  
Student participation  
Teacher created SMART Board assessment |

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specific textual evidence when writing or speaking to support conclusions drawn from the text.

Ask and answer higher-level questions about Hispanic - Latin culture (El Día de los Muertos).

Discuss the various holidays that the Spanish-speaking countries and the United States have in common.