Nutley Public Schools

Department of World Languages

Curriculum Guide

Elementary Spanish – Grade 2

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Introduction & Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.
In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).
- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.

- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

Mission

The mission of Nutley Public Schools' World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

Acknowledgments

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New Jersey Student Learning Standard for World Languages

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

Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:

Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3).

Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012.

- 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.
- Intermediate-Mid Level: Students communicate using strings of 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-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

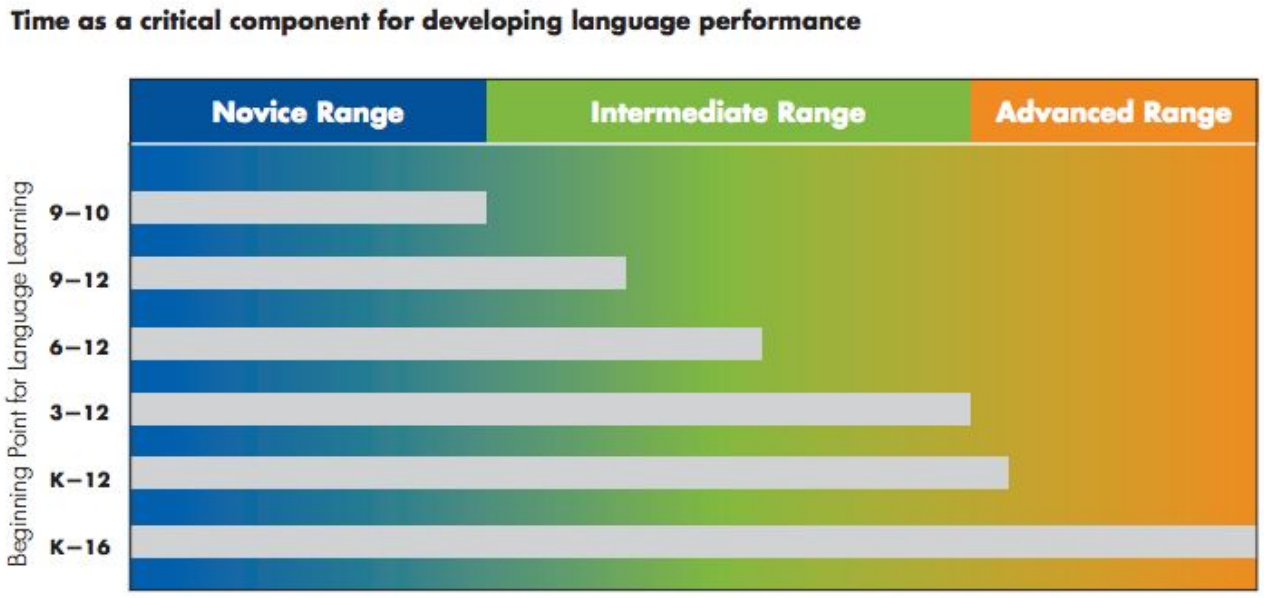
Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

See New Jersey Student Learning Standard for World Languages for more information.

Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), "Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance."

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.



It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

Rationale for Elementary School Language Study

The early start of the study of a language in elementary school is supported by research that has shown that the optimum time to begin foreign language study is in the elementary grades.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum and elementary schools in the United States:

- One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.
- Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art, and physical education…Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980s.
- The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, Lambert, and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity to reciprocity, and information introduced before age 10 is eagerly received … The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

Lipton (1998, p. 11) highlights research that substanties the benefits of elementary school language study, in which students:

- achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills;
- have an improved self-concept and sense of achievement in school; and
- can transfer their language learning skills in subsequent foreign language study in high school and college.

NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

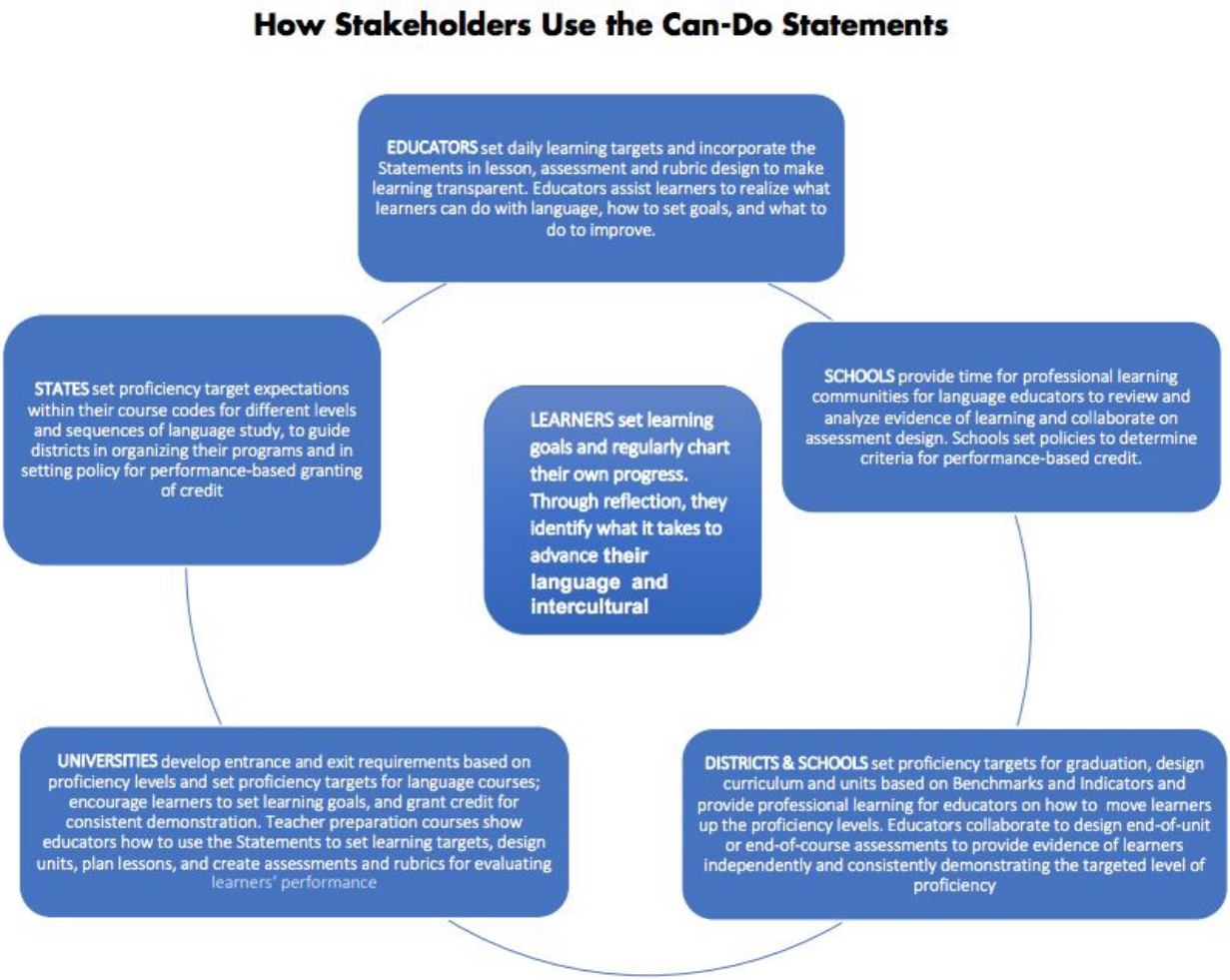
How Not to Use the Can-Do Statements

- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012 and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they "can do" with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements



See NCSSFL-ACTFL Can-Do Statements for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding
• Exit tickets • Think, Pair, Share (Write) • Speaking practice • Inside/Outside Circle • Information Gap activities • Class surveys • Rough drafts • Hand signals • White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments
• Ticket to leave • Quick oral checks • Information gap pair activity • Maintain the conversation (keep the conversation going) • Write captions • Finish a story • Rough draft

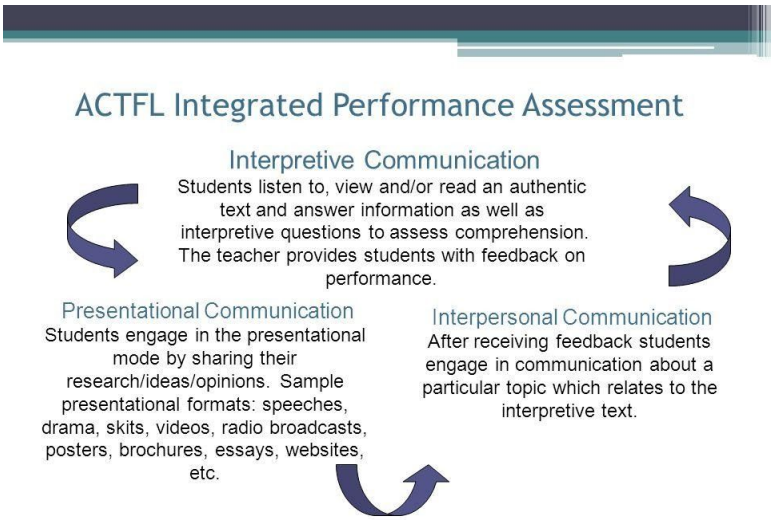
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
  - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
  - Reflect how students USE the language and cultural knowledge in communicative tasks
  - Requires critical thinking skills:
    - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
  - Interpretive, Interpersonal, Presentational
- Integrated
  - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at "any point where that goal has been reached in the unit." (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on "CALL-IT":

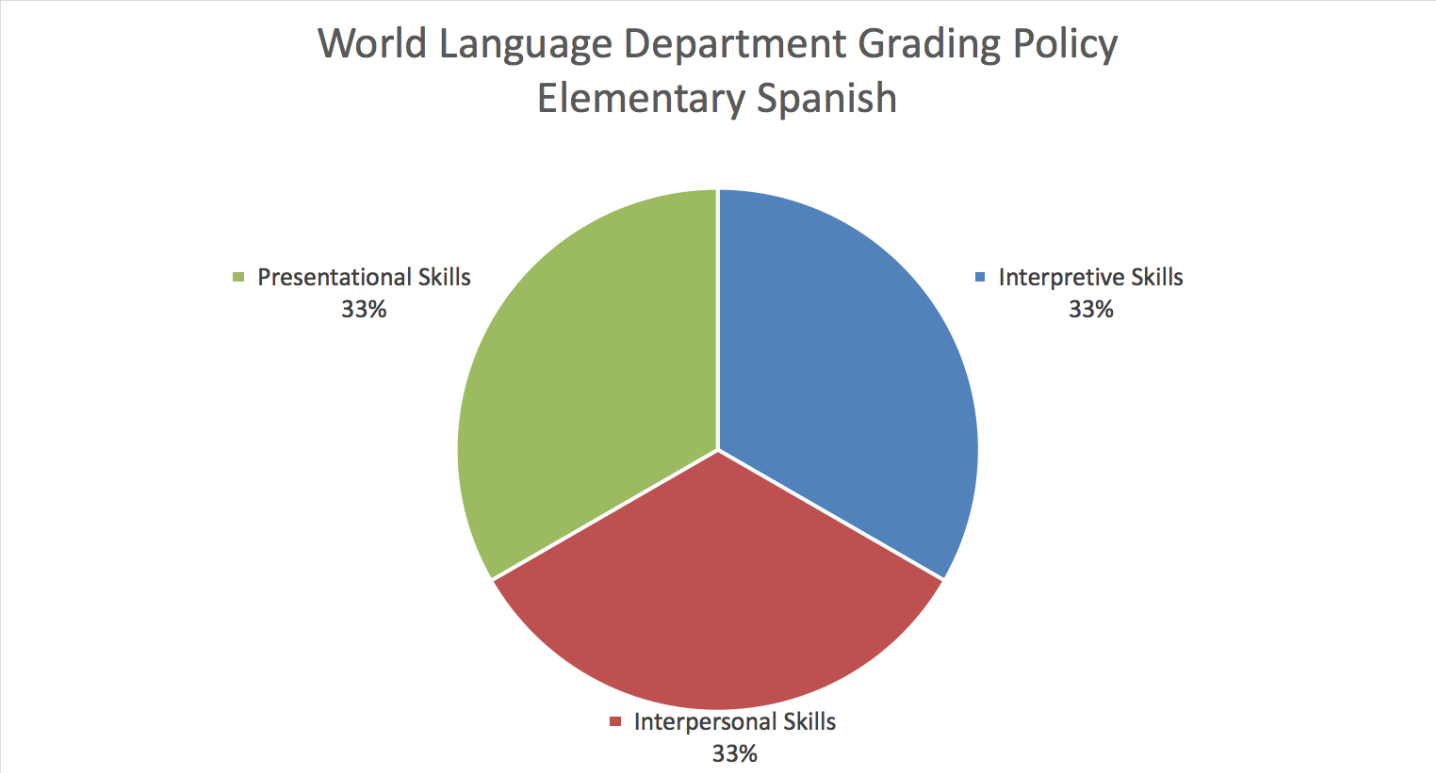
C	=	**C**ontext
A	=	**A**ge
LL	=	**L**inguistic **L**evel
IT	=	**I**mportance of **T**ask

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

Grading Policy

Recognizing the importance of directly linking students' grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLS for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the students' grades in the course.


World Language Department Grading Policy
Elementary Spanish
Presentational Skills
33%
Interpretive Skills
33%
Interpersonal Skills
33%

Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "Instructional Adaptations for Students with Diverse Needs" (chapter 12) and “Appendix D: Instructional Strategies” of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Anticipated Misunderstandings in Unit		
● BulletedListHere		
Instructional Adjustments		
Accommodations	**Modifications**	**Higher Level Differentiation**
● Preferential seating ● Repeating/simplifying of directions ● Ample use of visuals ● Use of manipulatives ● Strategic/flexible grouping and pairing ● Clear visual, verbal and demonstrative modeling ● Kinesthetic activities ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers	● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals	● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● Use open-ended questioning strategies

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Course Description/Summary

The elementary level world language program begins with the study of Spanish in grade 2 and continues through grade 6. In grades 2 through 5, students receive instruction in Spanish once per week. In grade 6, students receive instruction in Spanish twice per week.

The early start of the study of a language in elementary school is supported by research that has shown that one of the most important factors influencing the the development of language proficiency is the amount of time spent working with the language. The elementary level language programs are thus intentionally designed to take advantage of the natural language learning ability and interest of young learners.

At the elementary level, students are expected to perform in the Novice Mid proficiency level range as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standard for World Languages.

In this elementary level language class, the teacher will provide instruction in Spanish for 40 minutes. The teacher will deliver instruction in Spanish using puppets, storybooks, songs, and videos. Students will participate in communicative activities and experience cultural activities, fantasies, songs, rhymes, children's literature by engaging in dialogues, role plays, small group work, paired work, and larger group activities. Emphasis will be on communication, and students will be assessed in the three modes of communication: Interpretive, Interpersonal and Presentational.

Topics include:

- Families and Communities → Self and Others
- Contemporary Life → Journey's and Families
- Beauty and Aesthetics → Healthy Lifestyles and The Climate

Unit Contents: Scope & Sequence

Course Summary							
Unit #	Curricular Theme ⇨ / Unit Title ⇩	Beauty and Aesthetics (BA)	Contemporary Life (CL)	Families and Communities (FC)	Global Challenges (GC)	Personal and Public Identities (PPI)	Science and Technology (ST)
1	Self and others	✔		✔		✔	
2	Journeys and Families		✔	✔			
3	Healthy Lifestyles and the Climate	✔	✔		✔		✔

✔ = Unit of study addresses curricular theme(s) indicated.

Unit 1

Course Information			
Language(s)	Spanish	**Approximate Unit Length**	1 trimester
Level/Grade	Elementary	**Performance Range**	Novice-Mid
Grade(s)	Grade 2	**Curricular Theme**	Families and Communities
Unit Title	Self and Others		

Course Focus	
Essential Question(s)	● How do I greet people? ● Why is it important to know numbers? ● How can I identify myself? ● How can I communicate the colors around me? ● Why are days of the week and months of the year important? ● What are the differences between the holidays in the target country and in the United States? ● How does learning about holidays celebrated in other countries benefit me? ● How is my house different from those of other countries?
Enduring Understanding(s)	● In this unit, students will learn how to communicate with children from Spanish speaking countries about different topics (greetings & farewells, numbers, calendar, holidays, colors, descriptive adjectives, and the basic rooms of a home). There are many differences between cultures which make us all unique, and that's how we become better citizens in our World.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal (Strand B Indicators)	
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.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar
Presentational (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* • *The tasks follow the format of the IPA, but are integrated throughout the unit.* • *The template encourages multiple Interpretive tasks* • *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* • *The tasks incorporate 21st Century Learning.*	• Respond to questions about the video: https://www.youtube.com/watch?v=eMlxJzcn5LU	• Conversations between classmates, get to know you questions, greetings, and farewells.	• Create a self-portrait and write 3 sentences about themselves.

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can recognize familiar vocabulary words when they are followed by visuals in informational text and signals in conversations. • I can understand classroom commands. • I can understand when someone asks a person's name. • I can recognize greetings and farewells are expressed. • I understand simple words of praise by a teacher to a student.
Interpersonal	• I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. • I can introduce myself when I meet people. • I can contribute to a conversation about introductions and well-being. • I can introduce someone else and ask related questions. • I can say that I am _____ years old and ask others. • I can state my favorite color and ask others. • I can ask and answer questions about a home.
Presentational	• I can name the various ways to greet, say goodbye, represent sounds, define self and others, describe quantities, calendar vocabulary, define colors, holidays, and the home. • I can say my name, age, and where I live to introduce myself. • I can state my physical characteristics. • I can write my name, age, and favorite color in sentences. • I can name my family members and their relationships to me.

	● I can identify parts of my house. ● I can say numbers 1-30. ● I can say the date and the day of the week. ● I can label familiar people, objects, pictures and posters.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● Asking for and giving information. ● Identifying colors and the different rooms around the house. ● Reciting the Spanish alphabet. ● Describe myself. ● Exchanging personal information. ● Exchanging greetings and farewells. ● Counting objects 1-30. ● Expressing date, day of the week and month. ● Understanding different holidays.	● How to greet and say goodbye. ● How to say letter sounds. ● Colors in Spanish. ● Numbers (1-30) in Spanish. ● How to describe themselves. ● The months of the year and days of the week. ● The differences between Spanish and American holidays. ● How to use describing adjectives. ● How to use the verbs "Ser", "Estar", and "Tener" in the 1st and 2nd person.
Priority Vocabulary	**Other Vocabulary**
● ¡Hola, Me llamo, ¿Cómo te llamas?, Buenos días, ¡Mucho Gusto!, ¿Cómo estás?, Bien Gracias, Muchas gracias, Buenas noches, De nada, Hasta luego, Adiós, Yo tengo 8 años, Yo tengo 7 años, ¿Cuántos años tienes?, Hoy es mi cumpleaños, Gracias, Buenas tarde, Me llamo… ● Numeros 1-30. ● enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, y diciembre. ● lunes, martes, miércoles, jueves, viernes, sábado, and domingo. ● negro, azul, café, verde, gris, anaranjado, rosado, morado, rojo, y blanco. ● alto(a), bajo(a), largo(a), corto(a), bonita(o), cómico(a), gracioso(a), gordo(a), grande, y pequeño. ● Ático, baño, cocina, comedor, cuarto, desván, dormitorio, sala, y sótano. ● **Spanish and American holidays:** ○ Día laboral – Labor Day (el tercer de septiembre) ○ Mes de la Herencia Española - Spanish Heritage month (el 15 de septiembre – el 15 de octubre) ○ Día de la Raza – Columbus Day (el 8 de octubre) ○ Días de los Muertos – Day of the dead ○ (el primero y segundo de noviembre) ○ Día de Gracias – Thanksgiving Day (el 22 de noviembre) ○ Navidad – Christmas (el 25 de diciembre) ○ El Año Nuevo – New Year's Eve (el primero de enero) ○ Día de los Reyes Mago - Epiphany - (el 6 de enero) ○ La Semana Santa – Holy Week (el 18 de abril) ○ Cinco de Mayo – 5th of May (el 5 de mayo)	● Questions: ¿Cómo estás?, ¿Cómo te llamas?, ¿Cuántos años tienes?, y Yo tengo ———————— años.

○ El día de las Madres – Mother's Day (el 12 de mayo) ○ El día de los Padres – Father's Day (el 16 de junio)	

Instructional Activities	
Key Learning Activities	**Mode of Communication**
Warm-Up Videos: Hola Amigo BASHO & FRIENDS, Hasta Mañana with BASHO & FRIENDS, "Spanish alphabet March" song, ¡Cuenta! Spanish number rap song from "Sing, Dance, Laugh, and Eat Tacos", Months of the year song in Spanish, Days of the week song in Spanish/English, Los Colores: The Colors in Spanish Song by Risas y Sonrisas, Colors, ¡Colores, colores! – Calico, and The Spanish experiment.	Interpretive
Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues.	Interpersonal
Vocabulary games: Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, Simon Dice, and Slap Down (flash cards).	Interpretive
Speaking activities: Describe themselves, Classmates and Picture Prompts.	Presentational
Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.	Interpretive - Interpersonal
Listening Activities: Listen to stories about someone identifying themselves and stories on certain unit themes.	Interpretive
Writing activity: Create a holiday card in Spanish for their family depending on which holiday they celebrate.	Presentational
Writing activity: Label family tree.	Presentational
Speaking/writing activity: Create a paper home model and present to class.	Presentational
Formative Assessment & Check Points	**Mode of Communication**
Four finger check, exit tickets	
Vocabulary Quiz	
Video: https://www.youtube.com/watch?v=eMlxJzcn5LU	Interpretive
Speaking Task: conversations between classmates (getting to know you).	Interpersonal
Presentational Task: self portrait with about me sentences	Presentational

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● **Teacher created/gathered materials, activities and visuals:** ● Basho & Friends Videos ● Calico Videos ● YouTube ● **Some free suggested websites for worksheets and activities:** ● https://www.thespanishexperiment.com ● https://rockalingua.com/worksheets ● https://www.education.com/worksheets/spanish ● http://spanish4teachers.org/spanishworksheets/ ● https://www.123teachme.com/learn_spanish/printable_worksheets_learning_spanish	● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials

• https://www.abcteach.com/directory/languages-esl-spanish-2448-2-1 • https://www.spanishkidstuff.com • http://spanish-for-you.net/free-spanish-worksheets/ • http://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/ (teaches students in 8 simple steps how to draw a self-portrait) • https://www.familytreetemplates.net/category/kids • http://www.artsmudge.com/blog/2012/05/how-to-draw-proportional-self-portraits-with-kids • https://www.canva.com/create/cards/ (allows students to create their own card online, or get ideas for making their own card) • http://www.pbs.org/parents/crafts-for-kids/magic-holiday-card-for-kids/ Miracle Holiday cards for kids – Kids Crafts • https://www.template.net/business/paper-templates/paper-house-template/ (12+ Paper House Templates)	

21st Century Life and Career Standards

The selected standards may apply to this unit of study

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2

Course Information			
Language(s)	Spanish	**Approximate Unit Length**	1 trimester
Level/Grade	Elementary	**Performance Range**	Novice-Mid
Grade(s)	Grade 2	**Curricular Theme**	Contemporary Life
Unit Title	Journeys and Family		

Course Focus	
Essential Question(s)	● How can I identify my family members? ● How can I describe household pets? ● How can we incorporate travel and transportation in our family life? ● What is the value of travelling? ● How can you express yourself in the target language as you travel?
Enduring Understanding(s)	● In this unit, students will learn how to identify their family members and describe pets. There are many different options on how to travel, and that's how we become well-travelled and global. Students will understand that traveling can raise their cultural awareness.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal (Strand B Indicators)	
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.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar
Presentational (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* • *The tasks follow the format of the IPA, but are integrated throughout the unit.* • *The template encourages multiple Interpretive tasks* • *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* • *The tasks incorporate 21st Century Learning.*	• Respond to questions about the following videos: https://www.youtube.com/results?search_query=•%09Canción+de+la+familia+en+inglés+y+español • https://www.youtube.com/watch?v=Wm5GtYM3pxM&t=117s • https://www.youtube.com/watch?v=WM17ZQJyUVg	• Conversations between classmates, get to know their families, pets, and how they travel.	• Create a passport and write 3 sentences about where you are travelling to, and why your family chose that country/city.

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can recognize familiar vocabulary words when they are followed by visuals in informational text and signals in conversations. • I can understand when someone asks me who are my family members and pets. • I can identify the different ways to travel. • I can identify some vocabulary words and phrases memorized when they are supported by gestures or visuals.
Interpersonal	• I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. • I can introduce members of my family. • I can state my favorite pet. • I can contribute to a conversation about travel and transportation. • I can say how my family and I travel.
Presentational	• I can name my family members and their relationships to me . • I can name my family pet(s) and describe their physical characteristics. • I can state the various ways to travel. • I can express my preferences on how to travel and where. • I can write my personal information in the passport I will create.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
• Asking for and giving information. • Identifying family members and pets.	• How to describe my Immediate family (third generation with cousins) using Spanish Pronouns in the 1st, 2nd, 3rd person.

• Describe the different modes of transportation and various ways to travel.. • Continue to use verbs, adjectives and subject pronouns to address family members and household pets. • Continue to use verbs to describe our travel actions.	• How to use describing adjectives to characterize household pets. • Everyday transportation and different modes of travel. • Continue to use the verbs "Ser", "Estar", Ir, and "Tener" in the 1st and 2nd person.
Priority Vocabulary	**Other Vocabulary**
• Abuela, Abuelo, Mamá, Papá, Yo, Hermanos, Tía, Tío, Primo, Madastra, y Padastro. • Las mascotas (cobayo, conejo, gato, hámster, lagarto, loro, pájaro, perro, pez, y tortuga). • Autobús, bicicleta, bote, camión, carro, motocicleta, y tren. • Avión y barco • Aeropuerto, terminal, reservar, pasaporte, el boleto, hacer la maleta, pase de abordar, hotel, la calle, billete de autobús y trenes.	• Phrases: Por favor, gracias, mucho gusto, buenos días, buenas tarde, and buenas noche • Questions: ¿Hablas inglés?, ¿Dónde está el baño? ¿Quien es? ¿Cual es?, ¿Cómo se llama tu ———————— ?, ¿Cuántos ———————— tienes?, Cuántos hay?, Es, Mi, Se llama ————————. y Yo tengo ———————— .

Instructional Activities

Key Learning Activities	Mode of Communication
Warm-Up Videos: La Familia, Spanish Family members song and video - Rockalingua, Learn family members in Spanish with Basho & Friends, Pets for kids in spanish - sound and names, ¿Qué mascotas tienes tú?, Learn Spanish transportation words with Basho & Friends, I Go - Bilingual songs for kids - Transportation, Spanish Travel Song (taken from "La Isla Bonita"), and The Spanish experiment.	Interpretive
Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues.	Interpersonal
Vocabulary games: Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, Simon Dice, and Slap Down (flash cards).	Interpretive
Speaking activities: Describe themselves, Classmates and Picture Prompts.	Presentational
Learning Centers: Divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.	Interpretive - Interpersonal
Listening Activities: Listen to stories on certain unit themes.	Interpretive
Writing activity: Design weather clothing price tags.	Presentational
Writing activity: Create paper doll for dress-up.	Presentational
Writing activity: Create a healthy simple menu (breakfast, lunch, and dinner)	Presentational
Writing activity: Generate a sports and fitness collage.	Presentational
Speaking/Writing activity: Create faces with feelings using paper plates and popsicle sticks and present to class.	Presentational
Formative Assessment & Check Points	**Mode of Communication**
Four finger check, exit tickets	
Vocabulary Quiz	
Video:https://www.youtube.com/results?search_query=•%09Canción+de+la+familia+en+inglés+y+español	Interpretive
Speaking Task: conversations between classmates about unit theme.	Interpersonal
Presentational Task: paper doll dressed up including clothing price tags.	Presentational

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● **Teacher created/gathered materials, activities and visuals** ● Basho & Friends Videos ● Canciones Infantiles ● Rockalingua ● Traposo US ● YouTube ● **Some free suggested websites for worksheets and activities:** ● https://rockalingua.com/worksheets ● https://www.education.com/worksheets/spanish/ ● http://spanish4teachers.org/spanishworksheets/ ● https://www.123teachme.com/learn_spanish/printable_worksheets_learning_spanish ● https://www.abcteach.com/directory/languages-esl-spanish-2448-2-1 ● https://www.spanishkidstuff.com ● http://spanish-for-you.net/free-spanish-worksheets/ ● https://www.pinterest.com/pin/179369997640007282/ ● http://images.pcmac.org/SiSFiles/Schools/MS/DeSotoCounty/SouthavenMiddle/Uploads/DocumentsCategories/Documents/Paper%20Pet%20Project.pdf	● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials

21st Century Life and Career Standards

The selected standards may apply to this unit of study

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 3

Course Information			
Language(s)	Spanish	**Approximate Unit Length**	1 trimester
Level/Grade	Elementary	**Performance Range**	Novice-Mid
Grade(s)	Grade 2	**Curricular Theme**	Beauty and Aesthetics
Unit Title	Healthy Lifestyles and The Climate		

Course Focus	
Essential Question(s)	● How can I find out what the weather is and know what to wear? ● How does learning about foods that are healthy, and unhealthy, help me live a healthy life? ● What type of exercises do I prefer (gym/sports)? ● Which are the best ways of dealing with various emotions?
Enduring Understanding(s)	● In this unit, students will learn about the weather, how to talk about it, and how to stay safe in bad weather conditions. Students will recognize a variety of healthy and unhealthy food choices using the food pyramid, including ways to stay healthy. Students will also understand that people have the same feelings and emotions all over the world, but might not show them in the same way. Labelling feelings and emotions helps you understand them.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
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.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
Interpersonal (Strand B Indicators)	
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.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar
Presentational (Strand C Indicators)	
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).

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* • *The tasks follow the format of the IPA, but are integrated throughout the unit.* • *The template encourages multiple Interpretive tasks* • *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* • *The tasks incorporate 21st Century Learning.*	• Respond to questions about the following videos: • https://www.youtube.com/watch?v=UiPVISZgRVY • https://www.youtube.com/watch?v=SxWwp-Kfleg • https://www.youtube.com/watch?v=UC8e0z98zQs	• Conversations between classmates about unit themes.	• Create a paper doll (girl and boy) and dress them with pictures and price tags. • Design a seasons and clothing book, matching the appropriate clothing for each season.

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can recognize familiar vocabulary words when they are followed by visuals in informational text and signals in conversations. • I can understand when someone asks me about the forecast and what to wear for each season. • I can identify some vocabulary words and phrases memorized when they are supported by gestures or visuals. • I can understand familiar questions and statements from simple sentences in conversations.
Interpersonal	• I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. • I can state the forecast and what to wear. • I can contribute to a conversation about healthy lifestyles and emotions..
Presentational	• I can name the different seasons, climate, and what to wear for each season. • I am capable of having a conversation with classmates about favorite exercises and sports. • I am able to state the various feelings and emotions I experience. • I can state which foods are healthy and which are not. • I can label familiar words, objects, pictures and posters.

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
• Asking for and giving information. • Identifying the weather and seasons. • Describe the different modes of feelings and emotions.	• The weather, seasons, and clothing. • How to use descriptive adjectives to describe clothing. *(recycle colors from Unit 1).*

• Continue to use verbs, adjectives and subject pronouns to address weather, clothes, foods, exercise, and emotions & feelings.	• The differences between healthy and unhealthy foods. • How to describe your emotions and feelings. • Continue to use the verbs "Ser", "Estar", Ir, and "Tener" in the 1st and 2nd person.
Priority Vocabulary	**Other Vocabulary**
• Camiseta, una capa de agua, chaqueta, el paraguas, traje de baño, camiseta, falda, calcetines, pantalones, suéter, botas, zapatos, bufanda, and gorro (recycle colors from Unit 1). • Hace mal tiempo, hace viento, está nublado, las hojas cambian de color, llueve, hace buen tiempo, hay flores, hace sol, hace calor, está nevando, nieva, and hace frío. • Primavera, verano, otoño, y invierno. • Estoy feliz, triste, enojado(a), emocionado(a), estoy cansado(a), aburrido(a). asustado(a), confundido(a), sorprendido(a), estoy enfermo(a), tengo hambre, tengo sed, tengo sueño, tener calor and tengo frío. • Frutas, vegetales, granos, proteína y productos lácteos. • El béisbol, el baloncesto, el fútbol, el fútbol americano, la gimnasia, el jockey, el kárate, el lacrosse, el patinaje, el snowboarding, la natación, tenis, el voleibol, and la lucha. • Brincar, correr, saltar, trotar, and estirar.	• Questions: ¿Qué llevas?, ¿De que color es?, ¿Qué tiempo hace?, ¿Cómo te sientes?, ¿Cuales comidas comes?, ¿Cual es tu deporte favorito?, ¿Como prefieres hacer ejercicios?

Instructional Activities

Key Learning Activities	Mode of Communication
Warm-Up Videos: ¿Qué me pongo you?,Spanish Vocabulary - El tiempo y el clima /weather by Little Spanish Castle, Spanish For Children Clothes & Accessories / Learn Spanish by Happy Learning English, Spanish Food Vocabulary with BASHO & FRIENDS – I'm Hungry Food Song - ¡Tengo hambre!, Comida [Learn the names of foods in Spanish!] – Calico Spanish Songs for kids,appy Eat Healthy (Spanish), Bilingual Brain Break, Learn Spanish with BASHO & FRIENDS – Children Exercise Song, Cabeza, Hombros, Rodillas y Pies – Canción de ejercicios Par Niños / ChuChu, What is your favorite sport? - ¿Qué deporte te gusta? – Calico Spanish Songs for Kids, Games, nner Spanish – Learn Sports with BASHO & FRIENDS – Juegos and Sports in Spanish Sing-Along Song / BASHO & FRIENDS Learning Juegos, Feelings and Emotions in Spanish / Spanish for Kids / Feelings / Emociones para Niños, Emotions and Feelings in Spanish, The Feelings Song, and The Spanish experiment.	Interpretive
Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues.	Interpersonal
Vocabulary games: Kahoot, Vocabulary Bingo, Charades, Simon Dice, and Slap Down (flash cards).	Interpretive
Speaking Activities: Describe the weather, what to wear, healthy lifestyles and feelings & emotions.	Presentational
Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.	Interpretive - Interpersonal
Writing activity: Design weather clothing price tags.	Presentational
Speaking/Writing activity: Create a healthy simple menu (breakfast, lunch, and dinner) and present to class.	Presentational
Writing activity: Generate a sports and fitness collage	Presentational
Speaking/Writing activity: Create faces with feelings using paper plates and popsicle sticks and present to class.	Presentational

Formative Assessment & Check Points	Mode of Communication
Four finger check, exit tickets	
Vocabulary Quiz	
Video: https://www.youtube.com/watch?v=UiPVISZgRVY	Interpretive
Speaking Task: conversations between classmates on unit themes	Interpersonal
Presentational task: dressed paper doll with clothing price tags	Presentational

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● **Teacher created/gathered materials, activities and visuals:** ● Basho & Friends Videos ● Calico Videos ● Little Spanish Castle Videos ● ChuChu Videos ● YouTube ● **Some free suggested websites for worksheets and activities:** ● https://www.thespanishexperiment.com ● https://rockalingua.com/worksheets ● https://www.education.com/worksheets/spanish ● http://spanish4teachers.org/spanishworksheets/ ● https://www.123teachme.com/learn_spanish/printable_worksheets_learning_spanish ● https://www.abcteach.com/directory/languages-esl-spanish-2448-2-1 ● https://www.spanishkidstuff.com ● http://spanish-for-you.net/free-spanish-worksheets/ ● https://heas.health.vic.gov.au/early-childhood-services/healthy-curriculum-activities/healthy-eating-games-and-activities ● https://www.thesprucecrafts.com/printable-paper-dolls-1253081 ● http://www.greatgroupgames.com/shoe-mix-game.htm	● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials

21st Century Life and Career Standards

The selected standards may apply to this unit of study

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf