

**GARWOOD PUBLIC SCHOOLS
GARWOOD, NEW JERSEY 07027**



WORLD LANGUAGE/ELS

**KINDERGARTEN
TO
GRADE 8**

CURRICULUM GUIDE

**Revised and approved by the Garwood Board of Education
at the regular meeting August 16, 2022**

BOARD OF EDUCATION MEMBERS

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DISTRICT ADMINISTRATION

- Dr. Teresa Quigley, Superintendent & Supervisor of Special Services
- Mrs. Mary Emmons, Principal

DISTRICT MISSION STATEMENT

The Garwood Board of Education believes that all children can learn and that the Garwood Public Schools must prepare pupils to be lifelong learners, good citizens, and involved community members. Through the use of the New Jersey Core Curriculum Content Standards and our commitment to excellence, the Garwood Public Schools, in partnership with the community, will support a positive and productive learning environment that will empower each child to develop his/her potential while building and fostering enthusiasm, curiosity, responsibility, creativity, critical thinking, and problem solving skills.

AFFIRMATIVE ACTION

The Garwood Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff, services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

The district’s affirmative action officer is Dr. Teresa Quigley, Superintendent of Schools who can be reached at (908) 789-0331.

GARWOOD PUBLIC SCHOOLS
FIVE-YEAR PLAN FOR CURRICULUM REWRITE and TEXTBOOK UPDATE

2022/23	Math K-8	
2023/24	Social Studies K-8	World Languages/World Cultures K-8
2024/25	Science K-8	
2025/26	Comprehensive Health & Physical Education K-8	21 st Century Life & Careers K-8
2026/27	Visual & Performing Arts K-8	ELA K-8

NOTE: Curriculum articulation will take place annually. Adjustments in instructional approaches may be made on a yearly basis at the approval of the CSA.

Adaptions and Modifications

Although this curriculum guide has been developed for general educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child’s Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also considered when planning are those students with 504 plans, ELL, G & T, and at-risk students.

Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, www.CK12.org; Discovery Streaming videos; BrainPop; <https://www.nj.gov/education/cccs/resources/educators>, https://home-school.lovetoknow.com/Main_Page; Duolingo.com; <https://www.fluentu.com/blog/free-language-learning-websites/>; www.educationworld.com/a_sites/sites058.shtml ;IXL learning platform; Kahoot!; <https://thewonderment.com/>; <https://newsela.com/>; and educational videos on YouTube and The Teaching Channel.

Accommodations & Modifications	
English Language Learners	
	<ul style="list-style-type: none"> ● TPR ● Flexible/Cooperative Grouping ● Graphic Organizers ● Alternative Assessments ● Flashcards ● Modified Instructions/Assessments/Assignments ● Teacher Tutoring
Basic Skills	
	<ul style="list-style-type: none"> ● Alternative Assessments ● Modified Instructions/Assessments/Assignments ● Graphic Organizers ● Teacher/Peer Tutoring
Economically Disadvantaged	
	<ul style="list-style-type: none"> ● Extra Materials Provided ● Set of Books Sent Home ● Home Kit Created ● Study Guides
Gifted and Talented	
	<ul style="list-style-type: none"> ● Alternative Assessments/Assignments ● Rubrics ● Introduce Students to Higher Level Vocabulary
Special Education	
	<ul style="list-style-type: none"> ● One on one instruction ● Adaptive devices ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Provide manipulatives or the opportunity to draw solution strategies

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

Theory of Multiple Intelligences

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Interpersonal - the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people.

Intrapersonal - knowledge and understanding of the internal aspects of the self, such as emotions and their responses, self-reflection, and intuition.

Logical - the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information.

Musical - the recognition and use of physical and tonal patterns, and sensitivity to sounds from the environment.

Naturalistic - the ability to know, understand, and respond to one's environment.

Psychomotor/Kinesthetic - the ability to use one's body to express ideas and feelings.

Spiritualistic - the ability to recognize, use and respond to sensory impressions.

Verbal/Linguistic - the ability to effectively use and understand language. The extraordinary ability in this intelligence is demonstrated by the use of metaphors, similes, abstract reasoning, symbolic thinking and conceptual patterning.

Visual/Spatial - the ability to form mental images and pictures based on the sense of sight. Those showing extraordinary ability in this intelligence include architects, graphic designers, cartographers, painters and sculptors.

INTRODUCTION

Curriculum is the backbone of instruction and supports the structure of programs and services provided in the Garwood Public School District. The World Language curriculum guide is based on the New Jersey Student Learning Standards. These revised standards address the 21st-century student outcomes that require a deeper understanding of academic content as well as the creation of 21st-century learning environments in which teachers and students work across and beyond traditional disciplines and boundaries as engaged co-learners, critical and creative thinkers, and problem solvers.

The Standards define the level of knowledge and skills that students should possess from their K-12 education. By achieving these standards, students will be prepared to enter college and training programs to join the workforce.

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

Unlike other content areas, the NJSLS-WL is benchmarked by *proficiency levels* as shown below. The NJSLS-WL is sequentially organized as a continuum toward higher levels of proficiency. Each proficiency level benchmark includes grade bands: K-2, 3-5, 6-8, and 9-12.

- Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: 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: 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: 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: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Each proficiency level features the *modes of communication*, which represent the three core standards of World Languages.

- Interpretive Mode of Communication: In the Interpretive mode of communication, 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.”
- **Interpersonal Mode of Communication:** In the Interpersonal mode of communication, 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.
 - **Presentational Mode of Communication:** In the Presentational mode of communication, 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 webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<https://www.nj.gov/education/standards/>

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

7.1A Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

7.1B Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

7.1C Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or video-cast, and writing an article for a newspaper.

PURPOSE

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

8.1 Computer Science: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge. The use of technology and digital tools requires knowledge and appropriate use of operations and related applications, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems

9.4 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem-solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

PROGRAM GOALS

- To promote effective communication, including the ability to understand and express oneself orally and in writing, in the target language
- To offer a range of learning experiences that reflect the richness of the cultures being studied
- To connect learning of the target language with other subjects and reinforce knowledge of other areas of the curriculum

- To implement a student-centered program that offers applicable and meaningful experiences to the learners
- To utilize age and grade appropriate activities that incorporate various forms of communication
- To provide guidance for the students to develop their own insights into the nature of the language and culture while comparing and contrasting the target language and culture with their own native language and culture
- To use the core curriculum standards as a guide for planning, implementing and evaluating the program

**ASSESSING PERFORMANCE VS. ASSESSING PROFICIENCY:
HOW ARE THESE ASSESSMENTS DIFFERENT?**

Assessing Performance	Assessing Proficiency
<ul style="list-style-type: none"> • Based on Instruction: Describes what the language learner can demonstrate based on what was learned • Practiced: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts • Familiar Content and Context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned • Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced. 	<ul style="list-style-type: none"> • Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired • Spontaneous: Tasks are non-rehearsed situations • Broad Content and Context: Context and content are those that are appropriate for the given level • Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The development of these proficiency levels was informed by the *American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners* (ACTFL, 1998), the *ACTFL Proficiency Guidelines—Speaking* (ACTFL, 1999), and the

ACTFL Proficiency Guidelines—Writing (ACTFL, 2001) and is supported by more recently released documents including the *ACTFL Performance Descriptors for Language Learners 2012* and *ACTFL Proficiency Guidelines 2012*.

Below is a short summary of each proficiency level included in the standard document:

- 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.

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
NJSLS:	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 9.4	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5, 9.4	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5, 9.4	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5, 9.4	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5, 9.4	7.1.NM.A.1-5, 7-8 7.1.NM.B.1-5 7.1.NM.C.1-5, 9.4
Essential Questions:	Where do world languages exist in our community, in the United States, and in other countries?	How does my knowledge of English prepare me to learn a world language? How can we use world languages to communicate with others?	How do we overcome the potential challenges of communicating with those who speak a different language? How is writing in a world language similar and different than writing in English?	What are the similarities and differences between the lives of people that speak another language and my life?	How can I express my own unique qualities and interests using a world language? How can I ask questions of others using a world language?	How can we use a world language to express ideas and exchange information with others?
Content:	Students are introduced to a	Students communicate	Students communicate,	Students research and	Students gain more	Students will use their

	world language at the novice level with an understanding of its global reach.	using memorized words and phrases to talk about familiar topics related to school, home, and their community.	generating appropriate words and phrases to speak with others about various topics.	gather information on the culture of people living in countries that speak other languages. Students compare their own environment to a culture that speaks another language.	competence in applying their world language by communicating about topics important to them. Students will generate simple sentences to ask and answer questions and to talk about various subjects.	competence in a world language to develop new written content to present and communicate to classmates.
Skills and Topics:	Students will be pre-assessed on their previous knowledge of a world language. Students will begin instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Basic phrases and greetings, Colors, Numbers, Classroom and school objects, Calendar, Seasons and weather, Parts of the body. Students will	Students will be pre-assessed on their previous knowledge of a world language. Students will continue instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Basic phrases and greetings, Emotions, Colors, Numbers, Classroom and school objects, Countries that speak other languages, Calendar,	Students will be pre-assessed on their previous knowledge of a world language. Students will continue instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Basic phrases and greetings, Emotions, Colors, Numbers, Classroom and school objects, Countries that speak other languages, Map skills, Calendar,	Students will be pre-assessed on their previous knowledge of a world language. Students will continue instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Intermediate phrases and greetings, Food, Animals, Clothing, Questions, Verbs, Family, Dates and Time, Adjectives, Places,	Students will be pre-assessed on their previous knowledge of a world language. Students will continue instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Intermediate phrases and greetings, Food, Animals, Plural nouns, Clothing, Questions, Verbs, Family, Dates and Time, Occupations,	Students will be pre-assessed on their previous knowledge of a world language. Students will continue instruction on Duolingo in a series of sequential lessons with increasing complexity and usage. Students will demonstrate comprehension of vocabulary in categories such as: Intermediate phrases and greetings, Food, Animals, Plural nouns, Clothing, Questions, Verbs, Conjunctions, Family, Dates and Time,

	<p>be introduced to the culture of countries around the world where this language is spoken. Class projects and activities will be based on identifying the influence of a world language in students' environment.</p>	<p>Seasons and weather, Parts of the body, World literature. Students will recognize the contributions of members of other cultures in their own communities. Students will demonstrate their ability to identify and speak using simple words and phrases relating to objects and events in their lives.</p>	<p>Seasons and weather, Parts of the body, World literature. Students will make connections to vocabulary and sentence structure as they develop the skill of writing and speaking meaningful words and phrases. Students will understand how communication with others in a foreign language requires specific listening and speaking skills.</p>	<p>Numbers, Direction, Education. Students will study how children of other cultures spend a school day, and compare it to their own lives. Students will demonstrate their ability to independently communicate in a world language with appropriate memorized words and phrases.</p>	<p>Adjectives, Adverbs, Places, Numbers, Direction, Education. Students will use some memorized words and phrases to express their own interests using a world language. Students will engage in meaningful conversations with peers, including asking and answering questions about topics such as family, friends, pets, likes, and dislikes.</p>	<p>Sizes, Occupations, Adjectives, Adverbs, Places, Numbers, Direction, Education, Feelings. Students will independently create content and communicate using simple sentences. Students will demonstrate their ability to communicate in a world language with their peers throughout presentations and conversations.</p>
Integration of Technology:	Duolingo, Rockalingua, Kahoot!, Google apps (Classroom, Docs, Slides), SMART Notebook activities, PowerPoint presentations, digital newsletter, digital videos, Chromebooks, desktop computers					
Formative Assessments:	Placement test, lesson checkpoints, digital flashcards, teacher observation, partner discussions and interactions					
Summative Assessments:	Projects, Power Practice, class presentations					

KINDERGARTEN OVERVIEW

The Kindergarten World Language Program aims to build a foundation for the students' language learning experience. The teacher's continuous use of the target language will help students to acquire communicative skills. These skills will be presented in thematic units and allow the students to participate in a variety of activities.

PROGRAM OBJECTIVES

A kindergartener will be able to:

1. Physically or verbally respond to the teacher's use of the target language.
2. Recognize key words and phrases from thematic units and use them in simple guided conversation.
3. Label and/or color objects in the target language.
4. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. All About Me

A kindergartener will be able to:

- Use greetings and leave-takings
- Ask for and give names
- Discuss their likes and dislikes
- Talk about the members of their family

2. Number and Calendar

A kindergartener will be able to:

- Count 0-10
- Recite the days of the week
- Recognize the days of the week on a calendar

3. Shapes and sizes

A kindergartener will be able to:

- Recognize the shapes
- Compare sizes in Spanish
- Label different shapes and sizes
- Identify colors

4. Culture

A kindergartener will be able to:

- Discuss the major holidays in Spanish culture
- Listen to and discuss multi-cultural stories
- Be exposed to traditional art forms

FIRST GRADE OVERVIEW

The first grade World Language Program aims to build a foundation for the students' language learning experience. The teacher's continuous use of the target language will help students to acquire communicative skills. These skills will be presented in thematic units and allow the students to participate in a variety of activities.

PROGRAM OBJECTIVES

A first grader will be able to:

1. Physically or verbally respond to the teacher's use of the target language.
2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. All About Me

A first grader will be able to:

- Ask for and give names
- Ask for and give their age
- Discuss their likes and dislikes
- Talk about the members of their family

2. School

A first grader will be able to:

- Recognize and label basic school supplies
- Recognize vocabulary of school personnel
- Recognize and respond to basic classroom commands

3. Number and Calendar

A first grader will be able to:

- Count 0-20
- Recite the days of the week
- Use expression Today is... in Spanish
- Compare the Spanish calendar to American calendar

4. Shapes and sizes

A first grader will be able to:

- Recognize the shapes
- Compare sizes in Spanish
- Label different shapes and sizes

- Identify colors

5. Culture

A first grader will be able to:

- Discuss the major holidays in Spanish culture
- Listen to and discuss multi-cultural stories
- Be exposed to traditional art forms

SECOND GRADE OVERVIEW

The Second Grade World Language Program continues to use the target language and the students' prior knowledge of vocabulary and phrases to expand their language learning process. The students will continue to acquire communicative skills with the guidance of thematic units and more complex activities.

PROGRAM OBJECTIVES

A second grader will be able to:

1. Physically or verbally respond to the teacher's use of the target language.
2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. Calendar

A second grader will be able to:

- Recognize and recite the days of the week and the months of the year
- Understand the differences in the Spanish calendar
- Understand how a calendar is used
- Use the calendar to tell what the date is.
- Recognize the expressions "Hoy es..." and "Mañana es..."

2. Numbers and Alphabet

A second grader will be able to:

- Recite the Spanish alphabet
- Recognize the 4 extra letters in the Spanish alphabet
- Count 0-100

- Use the numbers for basic mathematical functions
- Recognize number patterns

3. School

A second grader will be able to:

- Label and name basic classroom objects
- Recognize school subjects
- Compare class sizes
- Locate objects in the classroom
- Respond and give basic classroom commands
- Understand rules and use polite expressions

4. Family and Home

A second grader will be able to:

- Discuss the members of their family
- Construct a family tree
- Tell the ages of people in their family
- Describe their family
- Label the rooms in a house
- Tell where they live
- Tell likes and dislikes with pastimes

5. Animals

A second grader will be able to:

- Label and Recognize different animals
- Tell what pets they have or would like to have
- Discuss animals in the zoo
- Understand which animals are common in Spanish-speaking countries

6. Culture

A second grader will be able to:

- Talk about Spanish holidays
- Compare holidays to American holidays
- Recognize differences between cultures
- Discuss multi-cultural stories and songs
- Construct traditional crafts

THIRD GRADE OVERVIEW

The students will continue with the language learning process and apply the target language to more in-depth themes. They will use prior vocabulary and apply it to new vocabulary. They will use their growth of knowledge in both familiar and new activities.

PROGRAM OBJECTIVES

A third grader will be able to:

1. Physically or verbally respond to a growing number of uses of the target language.
2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Continue to use familiar vocabulary and phrases along with new vocabulary in writing guided sentences.
5. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. Numbers

A third grader will be able to:

- Count 0-1,000
- Perform math operations
- Recognize number patterns
- Recognize and use selected foreign currencies

2. Weather and Clothing

A third grader will be able to:

- Describe the weather
- Answer questions about the weather
- Describe what the weather is like during the different seasons
- Recognize differences in weather in other parts of the world
- Describe what types of clothing is necessary in certain weather

3. Body Parts

A third grader will be able to:

- Recognize vocabulary for the parts of the body
- Label the parts of the body
- Follow commands while playing “Simon says”
- Answer simple questions with new vocabulary

4. My Neighborhood

A third grader will be able to:

- Label building throughout town
- Discuss means of transportation
- Recognize professions and occupations
- Locate buildings in town
- Tell what their address is

5. Free Time

A third grader will be able to:

- Tell what they do in their free-time
- Express likes and dislikes
- Discuss activities of kids in Spanish-speaking countries
- Discuss holidays and birthdays

6. Culture

A third grader will be able to:

- Compare and contrast United States to Spanish-speaking countries in all content areas
- Appreciate and discuss multi-cultural poems, stories and songs
- Be exposed to traditional art forms
- Discuss traditional Spanish holidays

FOURTH GRADE OVERVIEW

The students will continue to develop communicative skills. In reading and writing, grammatical concepts will be more evident in the use of the target language. With the increase of vocabulary and skills, more challenging activities will be introduced.

PROGRAM OBJECTIVES

A fourth grader will be able to:

1. Physically or verbally respond to the teacher's use of the target language.
2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. Numbers

A fourth grader will be able to:

- Count 0-1,000,000
- Perform more complex math operations
- Compare and contrast sizes and weights
- Recognize and use selected foreign currencies
- Recognize number patterns

2. Weather

A fourth grader will be able to:

- Describe the weather for the day
- Describe weather for different seasons
- Discuss what types of clothing are appropriate for certain weather conditions
- Ask and answer questions about the weather

3. Neighborhood

A fourth grader will be able to:

- Locate buildings in town
- Describe what their town is like
- Give simple directions around town
- Ask and answer simple questions about their town

4. Restaurant

A fourth grader will be able to:

- Identify foods
- Express likes and dislikes
- Describe a place setting
- Ask and answer questions as if in a restaurant

5. Travel

A fourth grader will be able to:

- Locate different cities in relation to Garwood
- Recognize selected foreign currencies
- Recognize and discuss tourist attractions in the Spanish-speaking countries: Argentina, Costa Rica, Mexico, Peru
- Illustrate a travel brochure

6. Culture

A fourth grader will be able to:

- Discuss the culture of indigenous civilizations: Maya, Aztec, Guaraní, Inca
- Compare indigenous civilizations to those present in New Jersey at one time
- Appreciate multicultural song, stories and poetry

- Appreciate cultural differences in Spanish-speaking countries

FIFTH GRADE OVERVIEW

Although conversational skills continue to be important in the fifth grade, students will be exposed to more reading and writing skills. Grammatical concepts will continue to be evident. Through the support of more varied resources, the students will apply skills and concepts in a wide range of activities.

PROGRAM OBJECTIVES

A fifth grader will be able to:

1. Physically or verbally respond to the teacher's use of the target language.
2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Continue to use familiar vocabulary and phrases along with new vocabulary in composing sentences.
5. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. Numbers

A fifth grader will be able to:

- Count 0-1,000,000
- Perform more complex math operations
- Compare and contrast sizes and weights
- Recognize and use selected foreign currencies
- Recognize number patterns

2. Free time

A fifth grader will be able to:

- Tell what they do in their free-time
- Identify sports
- Express likes and dislikes
- Discuss activities of kids in Spanish-speaking countries
- Discuss holidays and birthdays

3. Describing people

A fifth grader will be able to:

- Recognize and use adjectives
- Understand the grammatical rules of adjectives
- Use the verb Ser to describe people
- Compose simple sentences using the new vocabulary and grammar

- Answer and ask questions

4. Emotions

A fifth grader will be able to:

- Identify emotions
- Understand the grammatical rules of emotions
- Use the verb Estar to describe how people feel
- Compose simple sentences using the new vocabulary and grammar
- Answer and ask questions

5. Travel

A fifth grader will be able to:

- Locate different cities in relation to Garwood
- Recognize selected foreign currencies
- Recognize and discuss tourist attractions in the Spanish-speaking countries: Cuba, Puerto Rico, Spain
- Illustrate a travel brochure

6. Culture

A fifth grader will be able to:

- Discuss the culture of Cuba, Puerto Rico and Spain
- Compare culture of Cuba, Puerto Rico and Spain to Garwood
- Appreciate multicultural song, stories and poetry
- Appreciate cultural differences in Spanish-speaking countries

Exploring World Languages and Culture- Grade 6

Month/Marking Period	MP 1	MP 2	MP 3	MP 4
NJSLS	Standard 7.1 World Language Interpretive. Mode: 7.1.NM.A.1-4, 7.1.NH.A.1-6, Interpersonal Mode: 7.1.NM.B.1-4; 7.1.NH.B.1-5 Presentational Mode: 7.1.NM.C.1-3; 7.1.NH.C.1-4 9.4	Standard 7.1 World Language Interpretive. Mode: 7.1.NM.A.1-4, 7.1.NH.A.1-6, Interpersonal Mode: 7.1.NM.B.1-4; 7.1.NH.B.1-5 Presentational Mode: 7.1.NM.C.1-3; 7.1.NH.C.1-4 9.4	Standard 7.1 World Language Interpretive. Mode: 7.1.NM.A.1-4, 7.1.NH.A.1-6, Interpersonal Mode: 7.1.NM.B.1-4; 7.1.NH.B.1-5 Presentational Mode: 7.1.NM.C.1-3; 7.1.NH.C.1-4 9.4	Standard 7.1 World Language Interpretive. Mode: 7.1.NM.A.1-4, 7.1.NH.A.1-6, Interpersonal Mode: 7.1.NM.B.1-4; 7.1.NH.B.1-5 Presentational Mode: 7.1.NM.C.1-3; 7.1.NH.C.1-4 9.4
Essential Questions:	How do we become bilingual? How do Spanish –speaking people initiate conversations?	How are past events expressed accurately in Spanish language? What vocabulary helps describe people and places?	How do daily routines differ in Spanish culture? How do these routines vary by country/geography? What makes global	How are various Spanish traditions and cultural mediums evaluated in other countries? How can the use of technology enhance the

			locals different?	comprehension of a culture and language?
Content:	Greetings and Introductions, Classroom expressions, Classroom objects, Numbers (1-100), Greetings and basic conversation	Students will recognize proper use of verb tenses and apply to written and oral material. Students will recognize use of vocabulary in everyday situations. Numbers colors, and adjectives	Students will investigate the varied routines and beliefs in a variety of Spanish cultures around the world and identify the impact of geography on a nation's culture. Weather and adjectives. Celebrations and pastimes	Students will explore Hispanic art, controversial traditions (i.e. bullfighting), and the agricultural traditions of Spanish people from around the world. Multimedia presentations
Skills and Topics:	Identify the vocabulary necessary to greet and exchange personal information. Apply vocabulary in oral discourse. Demonstrate culturally appropriate gestures and annotation.	Employ number vocabulary needed in a personal cultural project. Assess the vocabulary necessary to describe a person and/or place included in a personal cultural project. Research a person and/or place representing the culture in which Spanish is spoken.	Identify basic weather vocabulary. Compare and contrast weather and climate patterns. Assess the climate related to the location of a personal cultural project. Extend the project to include weather and climate information.	Incorporate new vocabulary and research results in a personal cultural project. Investigate culturally appropriate celebrations. Create a demonstration of a culturally authentic celebration or pastime. Utilize technology to present research finding in visual and oral form
Integration of Technology:	ChromeBooks, WebQuests, Document Cameras, Smart Boards, Discovery Streaming			
Formative Assessments:	Cultural interpretations of print, video, and online text. Compare and contrast culture of study with their own, make connections with other content areas through the target language, role play activities, Guatemala Friendship bracelets, travel brochure, PowerPoint art presentation			
Summative Assessments:	Written responses using holistic scoring rubric, quarterly assessment projects, presentation of position statement regarding a specific cultural practice, Immigration debate, Menu project			

SIXTH GRADE OVERVIEW

Grammatical and conversational skills remain to be important in the sixth grade. Furthermore, students will continue to be exposed to more reading and writing skills. Through the support of more varied resources, the students will apply skills and concepts in a wide range of activities.

PROGRAM OBJECTIVES

A sixth grader will be able to:

1. Physically or verbally respond to the teacher's use of the target language.

2. Recognize key words and phrases from thematic units and use them in guided conversation.
3. Label objects in the target language.
4. Continue to use familiar vocabulary and phrases along with new vocabulary in composing sentences.
5. Develop an awareness of cultural diversity by participating in selected cultural activities.

CONTENT OBJECTIVES

1. Numbers

A sixth grader will be able to:

- Count 0-1,000,000
- Perform more complex math operations
- Compare and contrast sizes and weights
- Recognize and use selected foreign currencies
- Recognize number patterns

2. Description

A sixth grader will be able to:

- Apply vocabulary of emotions and adjectives to describe themselves and others
- Use the verbs Estar and Ser with the vocabulary to describe people
- Recognize the differences between Ser and Estar and when to use them

3. Free time

A sixth grader will be able to:

- Tell what they do in their free-time
- Identify individual sports
- Express likes and dislikes
- Discuss activities of kids in Spanish-speaking countries
- Use the verb Ir to say where they are going

4. Weather and Seasons

A sixth grader will be able to:

- Identify the seasons and which months make up each season
- Describe the weather and weather conditions
- Describe what the weather is like in various Spanish-speaking countries
- Understand and apply the grammatical concepts regarding weather

5. School and Home

A sixth grader will be able to:

- Recognize and use vocabulary regarding school subjects and objects

- Recognize and use various classroom commands
- Label the rooms of the house and the furniture in it
- Describe what their house is like and where it is located
- Use the verb *Tener* to tell what they have at home and in their room
- Use the verb *Hay* to say There is and There are

6. Travel

A sixth grader will be able to:

- Locate different cities in relation to Garwood
- Recognize selected foreign currencies
- Recognize and discuss tourist attractions in the Spanish-speaking countries: Central America
- Use the verb *Ir* to say where they are going
- Illustrate a poster telling about their country

7. Culture

A sixth grader will be able to:

- Discuss the culture of Central America
- Compare culture of Central America to Garwood
- Appreciate multicultural song, stories and poetry
- Appreciate cultural differences in Spanish-speaking countries

Spanish—Grade 7

Month/Marking Period	September	October	November	December	January
NJSLS	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4
Essential Question:	How does language vary by culture?	What language is essential to daily life?	How can we express personal preferences?	How do Hispanic people celebrate special occasions?	In what ways does the Hispanic culture impact life in the United States?
Content:	Basic Verbal and Nonverbal Communicative Skills	Vocabulary of Daily Life The Verb <i>hacer</i>	<i>Ar</i> Verbs and the Verb <i>gustar</i>	Vocabulary about Holidays Cultural Awareness	<i>Er</i> Verbs Mexico
Skills and Topics:	Differentiate between verbal and nonverbal communication skills (i.e. the spoken word versus hand gestures) Investigate language skills	Identify and practice Spanish daily vocabulary (i.e. greetings, date, time, weather, calendar) Initiate conversations using Spanish daily vocabulary Discuss necessary	Identify and practice Spanish vocabulary pertaining to school and food preferences Discuss the formation and uses of regular <i>ar</i> verbs Employ <i>ar</i> verbs in written and oral forms to ask and	Identify and practice Spanish vocabulary pertinent to holidays and celebrations Conduct research of holiday and special occasion celebrations in	Identify and practice vocabulary pertaining to meals, food, and Mexican geography Discuss the formation and uses of regular <i>er</i>

	<p>specific to the Spanish language (i.e. punctuation, pronunciation, accentuation) Discuss the cultural implications of forms of address (i.e. familiar versus formal) in the Spanish language and cultures Compare and contrast forms of address (i.e. familiar versus formal) in the Spanish-speaking world Identify vocabulary necessary to greet and begin conversations in Spanish Employ total physical response to enhance spoken rejoinders in conversation Assess the impact of the Spanish language on the English language</p>	<p>interrogative words to advance conversation Assess the impact of various Hispanic cultures on the English language Determine how learning Spanish impacts the particular needs of Hispanic people living in the United States</p>	<p>answer questions Determine the unique features of the verb <i>gustar</i> Express personal preferences using the verb <i>gustar</i> and appropriate indirect object pronouns</p>	<p>diverse Hispanic countries Compare and contrast holiday celebrations in Hispanic countries Create and present a multimedia presentation of holiday events and practices in a Hispanic country</p>	<p>verbs Employ <i>er</i> verbs in written and oral forms to ask and answer questions Conduct research of Mexico: geography, citizens, customs, government, and relations with the United States Compare and contrast daily life in Mexico and the United States</p>
Assessments:	<p>Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects</p>	<p>Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects</p>	<p>Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects</p>	<p>Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects</p>	<p>Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects</p>
Resources:	Textbook	Textbook	Textbook	Textbook	Textbook

	Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources
Technology:	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations
Careers:	Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, and medicine. 9.2.12.C.1-9				

Month/Marking Period	February	March	April	May	June
NJSLS	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4	7.1NMA1-5, 7.1NMB1-5, 7.1NMC2-5, 9.4
Essential Question:	What factors characterize family life in Hispanic countries?	How are feelings communicated in the Spanish language?	How does teen life in the United States compare with teen life in the Hispanic world?	What role does personal style play in the lives of the people of Spain?	How does the history of Spain impact modern daily life in that country?
Content:	<i>Ir</i> Verbs Family Vocabulary Mexico	<i>Ser, estar,</i> and <i>gustar</i> Adjectives Puerto Rico	<i>Tener</i> and <i>ir</i> Teen Life Puerto Rico	<i>Acabar + de + infinitive</i> Spain Clothing Vocabulary	Spain
Skills and Topics:	Identify and practice Spanish vocabulary pertaining to the family Discuss the formation and uses of regular <i>ir</i> verbs Employ vocabulary and <i>ir</i> verbs in oral and written forms Incorporate and	Assess the adjectives necessary to discuss daily life, personal preferences, feelings, and health Discuss the formation and uses of the verbs <i>ser</i> and <i>estar</i>	Identify and practice Spanish vocabulary pertaining to teen life and school activities Discuss the formation and uses of <i>tener, tener que + infinitivo, ir, ir + a + infinitivo</i> Apply all verbs in	Identify and practice Spanish vocabulary Compare and contrast clothing styles in Spain and the United States Discuss the formation and uses of the expression <i>acabar de + infinitivo</i> Incorporate	Conduct research of Spain including, but not limited to: geography, citizens, major cities, form of government, leisure activities, cuisine, the arts Create and present a multimedia presentation in the form of a travel

	present research regarding Mexican family life, traditions, and living arrangements in a multimedia presentation	Differentiate between the uses of <i>ser</i> and <i>estar</i> with adjectives in written and oral forms Identify the indirect object pronouns Employ the indirect object pronouns with the verb <i>gustar</i> to express personal preferences Investigate the history, geography, and people of Puerto Rico Incorporate <i>ser</i> , <i>estar</i> , and <i>gustar</i> with research findings about Puerto Rico in an original graphic format	written and oral forms Compare and contrast teen life in Puerto Rico and the United States Differentiate between those things that teenagers must do and those things that teenagers would like to do in a visual presentation	previously-learned vocabulary and grammatical structures in the presentation of a group fashion show, fashion magazine, or fashion report	video in collaboration with a partner
Assessments:	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects
Resources:	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources

Technology:	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations
Careers:	Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, and medicine. 9.2.12.C.1-9				

SEVENTH GRADE OVERVIEW

Through various interactive activities combining curriculum content and culture, the seventh-grade world language curriculum continues to build a strong foundation for the students' language experience. While addressing various communicative skills, such as, reading, writing and speaking, the curriculum also aims to meet the Spanish 1 requirement at the high school level.

PROGRAM OBJECTIVES

A seventh grader will be able to:

1. Physically and verbally respond to cues in the target language.
2. Maintain a conversational exchange related to selected topics.
3. Read and understand more complex text.
4. Organize thoughts into coherent, oral speech.
5. Continue to use familiar vocabulary with new vocabulary to compose sentences and paragraphs in the target language.
6. Compare the customs of their own culture to the culture and customs of those who speak the target language.

SKILL OBJECTIVES

1. Listening and Understanding

A seventh grader will be able to:

- Listen to and understand selected vocabulary, dialogues and reading selections
- Recognize selected grammatical structures
- Listen to and understand more complex commands and language used in the classroom

2. Speaking

A seventh grader will be able to:

- Demonstrate an understanding of sentences in the target language while answering to questions or cues related to the lesson
- Maintain simple conversations about selected topics
- Ask and answer questions
- Make negative and affirmative statements
- Follow classroom commands

3. Reading / Writing

A seventh grader will be able to:

- Construct sentences, questions and paragraphs using learned vocabulary and structure
- Read familiar and unfamiliar material while using cognates and context clues to understand the meaning
- Respond in written form to appropriate questions or cues as related to the lesson

4. Culture

A seventh grader will be able to:

- Realize where he/she is in relation to the target language, countries, etc.
- Locate cities and geographical features on a map
- Recognize the influence of the target languages culture on the United States and vice versa
- Demonstrate an awareness of the differences and similarities between countries and cultures

CONTENT OBJECTIVES

1. Getting to know you

A seventh grader will be able to:

- Use and understand greetings, introductions and saying good-bye
- Express likes and dislikes with the verb Gustar
- Find out more information about people
- Identify nationalities and names of countries
- Identify professions
- Use the verb Ser to describe oneself
- Understand what an infinitive is and use it in conversation

2. The Restaurant

A seventh grader will be able to:

- Identify various foods and drinks
- Recognize the differing terms for food between Latin America and Spain

- Recognize the difference between the café, tapas bars and restaurants
- Describe the difference between meal time and snack time between Spanish speaking countries and the United States
- Identify and use the present tense –Ar, -Er and –Ir verbs

3. Family, School and Home

A seventh grader will be able to:

- Identify personal belongings
- Talk about preferences
- Obtain information about other people
- Identify members of the family
- Talk about one's family
- Use possessive adjectives and the verb Tener to show possession
- Use Ser with adjectives to describe people

4. Around Town

A seventh grader will be able to:

- Identify public buildings and places in a city
- Ask and give directions
- Describe leisure-time activities
- Make plans
- Tell and ask for the time
- Describe how often one does certain activities
- Give and respond to commands
- Compare their leisure activities to those in Spanish-speaking countries

5. Latin America

A seventh grader will be able to:

- Locate countries, cities and geographical features of Latin America
- Recognize and describe culture and customs of Latin America
- Compare and contrast the countries of Latin America to each other and to the United States

Spanish—Grade 8

Month/Marking Period	September	October	November	December	January
NJSLS	7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	2.1, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	2.1, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	2.2, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5
Essential Question:	How do marketing habits vary worldwide?	In what ways does verb choice affect meaning in the Spanish language?	What language skills are necessary to describe ongoing action?	How are special occasions celebrated in Hispanic nations?	What practices contribute to good health?
Content:	Marketing Vocabulary Stem-changing words	Directions and Locations Vocabulary <i>Ser</i> and <i>estar</i>	Vocabulary of Family Life The Progressive Tense <i>A personal Ecuador</i>	Fiestas The Imperfect Tense Ecuador	Health Vocabulary and Healthy Habits The Imperfect Tense The Dominican Republic
Skills and Topics:	Review basic vocabulary and regular verbs and their uses Employ all vocabulary in written and oral work Identify stem-changing verbs in the present tense (i.e. <i>e</i> to <i>i</i> , <i>e</i> to <i>ie</i> , <i>o</i> , <i>u</i> to <i>u</i> , <i>ue</i>) Investigate the Spanish vocabulary necessary to purchase wants and needs Compare and contrast wants and needs for daily living in written and oral forms Assess the varied marketing practices among Hispanic nations and the United States Incorporate vocabulary and grammar in the	Compare and contrast the formation and uses of the verbs <i>ser</i> and <i>estar</i> Apply rules for verb use in written and oral forms Assess the vocabulary necessary to explain directions and locations Demonstrate the use of direction vocabulary Conduct research of a Hispanic city Employ <i>ser</i> , <i>estar</i> , location, and direction vocabulary in a multimedia presentation	Identify the Spanish vocabulary necessary to describe family life (i.e. family members, home, furniture, meals) Conduct research of family life in a Hispanic nation Determine the formation and uses of the present progressive tense Utilize the present progressive tense in written and oral forms Compare and contrast daily life in the United States	Investigate important celebrations in Hispanic nations Compare and contrast celebration practices of a Hispanic nation with those of the United States Determine the uses and formation of the imperfect tense Apply appropriate vocabulary and verb forms in the description of past celebrations in the United States and the Hispanic nations	Identify the Spanish vocabulary necessary to discuss good health and healthy habits Collaborate to set goals and design a personal health plan Summarize the uses and formation of the imperfect tense Illustrate the use of the imperfect tense in written and oral forms Compare and contrast daily life in Ecuador with daily life in the Dominican Republic, including such topics as family life, celebrations, government, climate, and teen life

	creation of a visual representation, as well as in written and oral forms		and a Hispanic nation using appropriate vocabulary and verb forms		
Assessments:	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects
Resources:	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources
Technology:	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations
Careers:	Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, and medicine. 9.2.4.A.2, 9.2.8.B.3				

Month/Marking Period	February	March	April	May	June
NJSLS:	2.2, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	9.1, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	9.4, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	2.2, 7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5	7.1NH.A1-6, 7.1NH.B1-5, 7.1NH.C2-5
Essential Question:	In what ways have Hispanic athletes influences sports in America?	How does technology impact international communication?	What are the advantages of a second language to a traveler?	How do customs affect the way we spend our leisure time?	What vocabulary clarifies and enriches expression in the Spanish language?
Content:	Sports Vocabulary The Imperfect Progressive Tense The Dominican Republic	Communication and Technology Vocabulary The Preterite Tense of <i>ar</i> Verbs Argentina	Travel Vocabulary The Preterite Tense of <i>er</i> and <i>ir</i> Verbs Argentina	Leisure Activity Vocabulary The Preterite Tense of Irregular Verbs Costa Rica	Demonstrative Adjectives Direct and Indirect Pronouns
Skills and Topics:	Investigate the role of sports in the Dominican Republic Determine the uses and formation of the imperfect progressive tense Identify the vocabulary necessary to discuss sports Compare and contrast popular sports in the United States and Hispanic nations Conduct research on the impact of Hispanic athletes on American sports Synthesize vocabulary, research findings, and the imperfect progressive tense in the creation of a multimedia	Evaluate the use of various forms of technology (i.e. computers, cellular phones, iPods) in the United States and Hispanic nations Identify the Spanish vocabulary necessary to discuss communication and technological advances Assess the importance of censorship in the use of technology (i.e. the Internet, text messaging) Determine the uses and formation of the preterite tense of <i>ar</i> verbs Compare and contrast Hispanic life in a Hispanic nation (i.e. Argentina, the Dominican Republic, Ecuador) before and after the introduction of technology	Conduct research of Spanish vocabulary necessary to travel abroad Analyze the advantages of the knowledge of a second language to an international traveler Determine the uses and formation of the preterite tense of <i>er</i> and <i>ir</i> verbs Synthesize travel vocabulary, research findings, and the preterite tense in a travel diary	Distinguish between leisure activities in Hispanic nations and the United States Conduct research of resorts and other vacation spots in the Hispanic world Employ leisure vocabulary to compare and contrast personal leisure activities with those of a peer in a Hispanic nation Determine the uses and formation of the irregular preterite tense Evaluate lexical clues that determine the use of the imperfect or preterite tense Illustrate the use of lexical clues in written	Identify demonstrative adjectives and their function Illustrate the use of demonstrative adjectives in written and oral forms Determine the need for direct and indirect object pronouns in written and oral forms Apply appropriate pronouns in written and oral forms Employ demonstrative adjectives and direct and indirect object pronouns in oral presentations (i.e. demonstrations, narratives, skits)

	presentation			and oral forms	
Assessments:	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects	Warm-up activities Exploratory activities Class discussions Student participation Quizzes Tests Listening assessments Speaking assessments Self-assessments Oral presentations Projects
Resources:	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources	Textbook Authentic documents and materials Magazines Periodicals Maps Audio CDs Videos Teacher-created materials Multimedia resources
Technology:	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations	Computer laboratory Internet Web Quests Classroom computers Wireless laptop computers SMART Boards Multimedia presentations
Careers:	Applicable career options are discussed as they arise throughout the world languages program. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, and medicine. 9.2.4.A.2, 9.2.8.B.3				

EIGHTH GRADE OVERVIEW

Through various interactive activities combining curriculum content and culture, the eighth-grade world language curriculum continues to build a strong foundation for the students' language experience. While addressing various communicative skills, such as, reading, writing and speaking, the curriculum also aims to meet the Spanish 1 requirements at the high school level.

PROGRAM OBJECTIVES

An eighth grader will be able to:

1. Physically and verbally respond to cues in the target language.
2. Maintain a conversational exchange related to selected topics.
3. Read and understand more complex text.
4. Organize thoughts into coherent, oral speech.
5. Continue to use familiar vocabulary with new vocabulary to compose sentences and paragraphs in the target language.
6. Compare the customs of their own culture to the culture and customs of those who speak the target language.

SKILL OBJECTIVES

1. Listening and Understanding

An eighth grader will be able to:

- Listen to and understand selected vocabulary, dialogues and reading selections
- Recognize selected grammatical structures
- Listen to and understand more complex commands and language used in the classroom

2. Speaking

An eighth grader will be able to:

- Demonstrate an understanding of sentences in the target language while answering to questions or cues related to the lesson
- Maintain simple conversations about selected topics
- Ask and answer questions
- Make negative and affirmative statements
- Follow classroom commands

3. Reading / Writing

An eighth grader will be able to:

- Construct sentences, questions and paragraphs using learned vocabulary and structure
- Read familiar and unfamiliar material while using cognates and context

- clues to understand the meaning
- Respond in written form to appropriate questions or cues as related to the
- Lesson

4. Culture

An eighth grader will be able to:

- Realize where he/she is in relation to the target language, countries, etc.
- Locate cities and geographical features on a map
- Recognize the influence of the target languages culture on the United States and vice versa
- Demonstrate an awareness of the differences and similarities between countries and cultures

CONTENT OBJECTIVES

1. Around Town

An eighth grader will be able to:

- Review vocabulary for public buildings and places in a city
- Give and ask for directions
- Talk about leisure-time activities
- Give and respond to commands

2. Going Downtown

An eighth grader will be able to:

- Identify what to do in town
- Make plans to go downtown
- Talk about when and how to go downtown
- Describe taking subway and taxis
- Make and accept invitations
- Talk about the future using various grammatical structures

3. Planning a Trip

An eighth grader will be able to:

- Make and accept invitations
- Describe how to purchase tickets
- Talk about taking the subway, taxi or airplane
- Express wishes and desires
- Talk about the future using various grammatical structures

4. Free Time

An eighth grader will be able to:

- Identify various activities and sports
- Talk about past events and activities
- Relate activities and sports in the United States to those in Spanish-

speaking countries

- Talk about actions in the past, present and future using various grammatical structures

5. Shopping

An eighth grader will be able to:

- Talk about making purchases and choices
- Express quantity
- Ask for prices
- Compare things and express equality
- Discuss the custom of a Quinceañera

ELS--Purpose

Through various TPR, Total Physical Responses, activities combining curriculum content and culture, the ELS program aims to build a foundation for students' acquisition of English as a second language. The teacher's constant use of the target language will aid students in gaining the skills needed to communicate in and out of the classroom. These skills will allow the students to participate and succeed in various activities and situations.

Program Goals

A student will be able to:

1. Use English to communicate in social settings:
 - Standard 1:** Students will use English to participate in social interactions.
 - Standard 2:** Students will interact in, through and with spoken and written English for personal expression and enjoyment.
 - Standard 3:** Students will use learning strategies to extend their communicative competence.

2. Use English to achieve success academically in all content areas:
 - Standard 1:** Students will use English to interact in the classroom.
 - Standard 2:** Students will use English to obtain, process, construct, and provide subject matter information in spoken and written English.
 - Standard 3:** Students will use appropriate learning strategies to construct and apply academic knowledge.

3. Use English in socially and culturally appropriate ways:
 - Standard 1:** Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 - Standard 2:** Students will use nonverbal communication appropriate to audience, purpose, and setting.
 - Standard 3:** Students will use appropriate learning strategies to extend their communicative competence.

Skill Objectives at Each Competency Level

Basic Beginner

1. Speaking

The student will be able to:

- Demonstrate little or no ability to express self in spoken English

2. Listening

The student will be able to:

- Demonstrate little or no ability to understand spoken English

3. Reading

The student will be able to:

- Demonstrate little or no ability to read English

4. Writing

The student will be able to:

- Demonstrate little or no ability to write in English

Beginner

1. Speaking

The student will be able to:

- Name some common objects in English
- Respond to some common questions with single words or simple phrases
- Produce connected discourse is restricted by lack of vocabulary, poor pronunciation and limited knowledge of English syntax and usage

2. Listening

The student will be:

- Able to recognize some common English nouns and verbs associated with daily life
- Unable to answer questions based on simple oral narratives
- Unable to understand conversational questions and answers in English

3. Reading

The student will be able to:

- Read and understand some high-frequency words in English
- Demonstrate little to no ability to read and understand English sentences

4. Writing

The student will be able to:

- Write some high-frequency words and show evidence of phonetic awareness
- Write sentences is severely restricted by lack of knowledge of English spelling conventions and grammar and insufficient vocabulary

Low Intermediate

1. Speaking

The student will be able to:

- Name many common objects in English
- Respond to questions with brief and not entirely idiomatic responses
- Produce connected discourse that is comprehensible but somewhat restricted by lack of vocabulary and limited command of English language structure

2. Listening

The student will be able to:

- Recognize many common nouns and verbs in English
- Answer some questions about simple narratives
- Understand some conversational questions and answers in English

3. Reading

The student will be able to:

- Read and understand many high-frequency English words
- Develop the knowledge of English syntax needed to read and understand simple sentences

4. Writing

The student will be able to:

- Write common English words
- Compose and write simple English sentences but with frequent errors in spelling, capitalization and verb form

High Intermediate

1. Speaking

The student will be able to:

- Name most common objects in English
- Respond to questions, but responses may include some idiomatic errors
- Produce connected discourse that is appropriate and comprehensible, but may be limited in fluency and include grammatical errors

2. Listening

The student will be able to:

- Recognize common English nouns and verbs
- Answer most questions about simple narratives
- Understand many conversational questions and answers in English

3. Reading

The student will be able to:

- Read and understand many high-frequency English words
- Develop the knowledge of English syntax needed to read and understand simple sentences

4. Writing

The student will be able to:

- Write many English words
- Compose and write simple English sentences with appropriate punctuation and capitalization
- Show developing knowledge of conventional spelling and verb forms

Advanced

1. Speaking

The student will be able to:

- Have all intermediate oral expression skills and can respond to questions in appropriate, idiomatic English
- Produce connected discourse that is fluent and grammatically correct and be readily understood by native speakers
- Speaks with the ease and competence of a native speaker at this age/grade level

2. Listening

The student will be able to:

- Follow and understand simple oral narratives and answer questions based on them
- Select an answer that is appropriate to a conversational question
- Understand spoken English with the ease and competence of a native speaker at this age/grade level

3. Reading

The student will be able to:

- Have sufficient knowledge of English vocabulary and syntax to read and understand sentences and paragraphs
- Reads with the fluency and facility of a native speaker at this age/grade level

4. Writing

The student will be able to:

- Write English words and compose and write sentences with the competence and facility of a native speaker at this age/grade level