

Lower Township School District
Cape May, NJ

Lower Township Elementary Schools

World Languages



Kindergarten

Adopted September 27, 2022

Lower Township School District
Cape May, NJ

Lower Township Board of Education

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Lower Township School District Cape May, NJ

World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances crosscultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests. The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the statedesignated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Lower Township School District
Cape May, NJ**

Unit Overview	
Content Area: Spanish	
Unit Title: Unit 1 (Workbook 1)	
Grade Level: K	Timeline: 1st Marking Period
Core Ideas	
<ul style="list-style-type: none">● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	
Performance Expectations	
<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. •</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p>	
Learning Objectives	

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Students will know/learn:

- PRONUNCIATION
 - Spanish Vowel and Consonant picture associations
- NUMBERS 0-10
 - Count from 0 to 10 (in Spanish)
- COLORS & SHAPES
 - 11 Color picture/words & 3 Shape picture/words
- GREETINGS
 - 6 Greetings
- BODY
 - 8 Body pictures/words

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> *follow 504/IEP accommodations *display materials *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language Learners	<ul style="list-style-type: none"> *highlight and define important vocabulary *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> *Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups *Provide educational “breaks” as necessary *Chunking content into “digestible bites” *Shorten assignments to focus on mastery concept *Assignment, Project Modification Based on Individual Student

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	*Needs *Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	Teacher observation and questioning, turn and talk, self assessment
Summative	Completed project, Display
Alternative	Performance Tasks projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Themes and Skills- NJSL 9
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**Lower Township School District
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Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Integration of Technology

Smart board, YouTube, and Risas y Sonrisas online platform

Materials

Paper, pencil, crayons, markers, Risas y Sonrisas worksheets, songs, videos and smartboard

Instructional Activities

- PRONUNCIATION
 - Spanish Vowel and Consonant picture associations
 - Songs: #1 Las Vocales, #3 El Alfabeto

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- Related Q&A: ¿Cómo se escribe...? ¿Cómo se dice...en...? ¿Qué es esto?
- **NUMBERS**
 - 0 to 10 Count from 0 to 10
 - Songs: #2 LosNúmeros del 1–10
 - Related Q&A: ¿Cuántos tienes?
- **COLORS & SHAPES**
 - 11 Color picture/words & 3 Shape picture/words
 - Songs: #4 Los Colores, Las Formas
- **GREETINGS**
 - Hola, Adios, Gracia, buenos días, buenos tardes, buenos noche
- **BODY**
 - *8 Body pictures/words*
 - *Songs: #8 El Cuerpo I, #9 El Cuerpo II*
 - *Related Q&A: ¿De qué color es...? ¿De qué color son tus...? ¿Es...? ¿Qué te duele? ¿Qué necesitas?*
 - *Head, Shoulders, Kness, and Toes in Spanish*
 - Youtube: Head Shoulders Knees and Toes by: Canta con Jess
- **ACTIVITY WORKBOOK 1**
 - *(Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Animals & Food)*
 - *Skits: “La Entrevista” “La Visita al Doctor” Mi Libro de Cognados (extras): Escuela calculadora, computadora, calendario, papel, estudiante, profesor(a), diccionario, alfabeto, mapa, globo, escaleras, cable*
 - *Optional Songs: Los Países de Habla Hispana (only online) #14 Porra Mexicana (to cheer winning team), #15 Las Palabras Mágicas (polite words).*

**Lower Township School District
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Unit Overview

Content Area: Spanish

Unit Title: Unit 2 (Workbook 1 and Workbook 2)

Grade Level: K

Timeline: 2nd Marking Period

Core Ideas

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
- Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. •

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Learning Objectives

**Lower Township School District
Cape May, NJ**

Students will know/learn:

- **NUMBERS 11 to 20**
 - *Count from 11 to 20*
- **QUESTIONS?**
 - *4 questions*
- **DIRECTIONS & EMOTIONS**
 - *4 Direction 7 Emotions pictures/words*
- **FAMILY**
 - *9 vocabulary words*
- **WILD ANIMALS**
 - *5 vocabulary words*
- **SCHOOL**
 - *12 vocabulary words*
- **DAYS OF THE WEEK**
 - *Days of the Week vocabulary words*

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> *follow 504/IEP accommodations *display materials *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language Learners	<ul style="list-style-type: none"> *highlight and define important vocabulary *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> *Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups *Provide educational “breaks” as necessary

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	<ul style="list-style-type: none"> *Chunking content into “digestible bites” *Shorten assignments to focus on mastery concept *Assignment, Project Modification Based on Individual Student Needs *Use mnemonic devices
Advanced Skills	Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	Teacher observation and questioning, turn and talk, self assessment
Summative	Completed project, Display
Alternative	Performance Tasks projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Lower Township School District
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Integration of 21st Century Themes and Skills- NJSL 9

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

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9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Integration of Technology

Smart board, YouTube, and Risas y Sonrisas online platform

Materials

Paper, pencil, crayons, markers, Risas y Sonrisas worksheets, songs, videos and smartboard

Instructional Activities

**Lower Township School District
Cape May, NJ**

- **NUMBERS**
 - Count from 11 to 20
 - Video on Risas y Sonrisas and Youtube
- **QUESTIONS / INTRODUCING**
 - How to introduce yourself to someone in Spanish
- **DIRECTIONS & EMOTIONS**
 - Up, down, left, right, top, bottom
 - Happy, sad, loved, frustrated, embarrassed, confused, tired
- **FAMILY**
 - 9 vocabulary words Song: #16 La Familia
 - Related Q&A: ¿Quién es él/ella? ¿Cómo se llama...? ¿Qué edad tiene...? ¿Quién falta?
- **WILD ANIMALS**
 - 5 vocabulary words
 - Song: #19 Animales Salvajes
 - Related Q&A: ¿Qué hay en...? ¿Cuál te gusta más...o...? ¿Dónde vive...?
 - Youtube: Wild Animals in Spanish By: Language Learners Español
- **SCHOOL**
 - 12 vocabulary words
 - Songs: #20 La Escuela, #21 Juramento a la Bandera En la Clase de Español (only online) - Commands used in Class
 - Related Q&A: ¿Hay...en...? ¿Cuántas/os...hay? ¿Qué quieres?
- **DAYS OF THE WEEK**
 - Days of the Week vocabulary words
 - Song: #22 Los Días de la Semana
 - Related Q&A: ¿Qué día es hoy/mañana? ¿Qué día fue ayer? ¿Qué días vas a...?
 - Youtube: Days of the Week By: Canta con Jess
- **ACTIVITY WORKBOOK 1**
 - *(Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Animals & Food)*
 - *Skits: "La Entrevista" "La Visita al Doctor" Mi Libro de Cognados (extras): Escuela calculadora, computadora, calendario, papel, estudiante, profesor(a), diccionario, alfabeto, mapa, globo, escaleras, cable*
 - *Optional Songs: Los Países de Habla Hispana (only online) #14 Porra Mexicana (to cheer winning team), #15 Las Palabras Mágicas (polite words).*
- **ACTIVITY WORKBOOK 2**

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- Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Sports, Places & Home Items) Skits: "Mi Familia" "El Fin de mis Vacaciones" Mi Libro de Cognados (extras): Descripciones I y II atractivo/a, calmado/a, cruel, curioso/a, elegante, extro/introvetado/a, famoso/a, generoso/a, genio, gentill, gigante, honesto/a, independiente, inteligente, interesante, importante, organizado/a, popular, precioso/a, raro/a, responsable, ridículo, serio/a, terrible
- Asignaturas Álgebra, Arte, Biología, Ciencias, Geografjica, Geometría, Gramática, Historia, Música Lenguaje, Literatura Universal, Matemáticas
- Optional Songs: #17 Yo te daré (to review vowel sounds), #21 Juramento a la Bandera, #23 De Colores, #26 Feliz Cumpleaños (Happy Birthday)

**Lower Township School District
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Unit Overview	
Content Area: Spanish	
Unit Title: Unit 3 (Workbook 2 and Workbook 3)	
Grade Level: K	Timeline: 3rd Marking Period
Core Ideas	
<ul style="list-style-type: none">● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	
Performance Expectations	
<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. •</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p>	
Learning Objectives	

**Lower Township School District
Cape May, NJ**

Students will know/learn:

- SEASONS/WEATHER
 - Seasons and weather expressions
- FOOD
 - 12 vocabulary words
- MONTHS/HOLIDAYS
 - Months and Holidays vocabulary words
- CLOTHING
 - 6 clothing words
- PETS
 - 6 pet words
- TABLE SETTING
 - Silverware vocabulary

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> *follow 504/IEP accommodations *display materials *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language Learners	<ul style="list-style-type: none"> *highlight and define important vocabulary *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> *Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups *Provide educational “breaks” as necessary *Chunking content into “digestible bites” *Shorten assignments to focus on mastery concept

**Lower Township School District
Cape May, NJ**

	<ul style="list-style-type: none"> *Assignment, Project Modification Based on Individual Student Needs *Use mnemonic devices
Advanced Skills	<ul style="list-style-type: none"> Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs
Students with 504 Plans	<ul style="list-style-type: none"> Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	Teacher observation and questioning, turn and talk, self assessment
Summative	Completed project, Display
Alternative	Performance Tasks projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Themes and Skills- NJSL 9
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**Lower Township School District
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9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

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9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

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9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Integration of Technology

Smart board, YouTube, and Risas y Sonrisas online platform

Materials

Paper, pencil, crayons, markers, Risas y Sonrisas worksheets, songs, videos and smartboard

Instructional Activities

**Lower Township School District
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- SEASONS/WEATHER
 - Seasons and weather expressions
 - Song: #24 Las Estaciones del Año
 - Related Q&A: ¿Cómo está el tiempo hoy? ¿Quién tiene frío/calor?
- FOOD
 - Songs: #29 La Comida
 - Related Q&A: ¿Con quién vas a...? ¿Ustedes van a...? desayunar/almorzar/cenar ¿Qué te gusta más...o...? ¿Quién tiene hambre/sed? ¿Qué vas a...?
- MONTHS/HOLIDAYS
 - 12 months in Spanish and various holidays
 - Song: #25 Los Meses del Año
 - Youtube: The Months of the Year By: Canta con Jess
- CLOTHING
 - Clothing video & song
- PETS
 - Youtube: Pets in Spanish By: Homeschool Pop
- TABLE SETTING
 - Song: #30 Los Cubiertos (to learn Silverware)
- ACTIVITY WORKBOOK 2
 - Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Sports, Places & Home Items) Skits: "Mi Familia" "El Fin de mis Vacaciones" Mi Libro de Cognados (extras): Descripciones I y II atractivo/a, calmado/a, cruel, curioso/a, elegante, extro/introvetado/a, famoso/a, generoso/a, genio, gentill, gigante, honesto/a, independiente, inteligente, interesante, importante, organizado/a, popular, precioso/a, raro/a, responsable, ridículo, serio/a, terrible
 - Asignaturas Álgebra, Arte, Biología, Ciencias, Geografía, Geometría, Gramática, Historia, Música Lenguaje, Literatura Universal, Matemáticas
 - Optional Songs: #17 Yo te daré (to review vowel sounds), #21 Juramento a la Bandera, #23 De Colores, #26 Feliz Cumpleaños (Happy Birthday)
- ACTIVITY WORKBOOK 3
 - (Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Drinks, Reptiles, Musical Instruments, Fantasy, Fruits & Insects)
 - Skits: "El Recreo", "En el Restaurante"
 - Mi Libro de Cognados (extras)

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- Casa/Ropa: interior, exterior, microondas, tostador, cafetera, jarra, gabinete, uniforme, leotardo, bikini, piyama
- Verbos: actuar, aplaudir, celebrar, conectar, copiar, entrar, explorar, imaginar, invitar, separar, transportar, visitar, colorear
- Optional Song: #28 Ir, Dar (present tense of IR and DAR)

Unit Overview	
Content Area: Spanish	
Unit Title: Unit 4 (Workbook 3 and Workbook 4)	
Grade Level: K	Timeline: 4th Marking Period
Core Ideas	
<ul style="list-style-type: none"> ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. ● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. 	
Performance Expectations	
<p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. •</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p>	

**Lower Township School District
Cape May, NJ**

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Learning Objectives

Students will know/learn:

- **TIME**
 - *Time related Vocabulary*
- **HOUSE**
 - *12 vocabulary words*
- **PLACES**
 - *12 vocabulary words*
- **FARM ANIMALS**
 - *6 vocabulary words*
- **SEA CREATURES**
 - *6 vocabulary words*
- **FRUITS / VEGETABLES**
 - *6 fruits / 5 vegetables*

Accommodations and Modifications

Special Education	*follow 504/IEP accommodations *display materials *create visual with labels *highlight and define important vocabulary *ask yes/no
English Language	*highlight and define important vocabulary

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Learners	<ul style="list-style-type: none"> *ask yes/no questions *display project samples and step by step directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> *Allow verbalization before creating *use audio materials when necessary *read directions aloud *Restate, reword, clarify directions *Re-teach concepts using small groups *Provide educational “breaks” as necessary *Chunking content into “digestible bites” *Shorten assignments to focus on mastery concept *Assignment, Project Modification Based on Individual Student Needs *Use mnemonic devices
Advanced Skills	<p>Studio Choice Assignment, Project and Assessment Modification Based on Individual Students Needs</p>
Students with 504 Plans	<ul style="list-style-type: none"> Use audio materials when necessary Re-state, reword, clarify directions Re-teach concepts using small groups Allow verbalization before creating Read directions aloud Provide educational “breaks” as necessary Chunking content into “digestible bites” Shorten assignments to focus on mastery concept Use mnemonic devices

Assessments	
Formative	Teacher observation and questioning, turn and talk, self assessment
Summative	Completed project, Display

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Alternative	Performance Tasks projects
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Interdisciplinary Connections

Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Themes and Skills- NJSL 9

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

Standard 9.2 Career Awareness, Exploration, Preparation and Training: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

Standard 9.4 Life Literacies and Key Skills: This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.3: Use a variety of types of thinking to solve problems.

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data.

9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

Integration of Technology

Smart board, YouTube, and Risas y Sonrisas online platform

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Materials

Paper, pencil, crayons, markers, Risas y Sonrisas worksheets, songs, videos and smartboard

Instructional Activities

- TIME
 - Song: #31 Amigo
 - Related Q&A: ¿Qué hora es? ¿A qué hora llega...? ¿Tú vas a salir temprano o tarde?
- HOUSE
 - Songs: #32 Mi casa
 - Related Q&A: ¿Dónde estás? ¿Quién está en...? ¿Para qué es/son...? ¿Sirve? ¿Es cierto?
- PLACES
 - Song: #33 Los Lugares
 - Related Q&A: ¿Qué buscas? ¿Dónde puedo...? ¿A dónde vas? ¿Está lejos o cerca...? ¿Cómo llego a...? (*giving directions*)
- FARM ANIMALS
 - Songs: #38 Los Animales de la Granja
 - Related Q&A: ¿Cuál es más...o...? ¿Cómo hace/hacen...? (*animal sounds*) ¿Qué está haciendo...?
- SEA CREATURES
 - Youtube: Sea Creatures Song By: Canta con Jess
- FRUITS / VEGETABLES
 - Youtube: Vegetables in Spanish By: Language Learners Español
 - 6 fruits / 5 vegetables
- ACTIVITY WORKBOOK 3
 - (Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Drinks, Reptiles, Musical Instruments, Fantasy, Fruits & Insects)
 - Skits: “El Recreo”, “En el Restaurante”
 - Mi Libro de Cognados (extras)
 - Casa/Ropa: interior, exterior, microondas, tostador, cafetera, jarra, gabinete, uniforme, leotardo, bikini, piyama

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- **ACTIVITY WORKBOOK 4**
 - (Vocabulary writing practice, song lyrics, skits, plus 40 Cognate word/pictures in the back cover for Transportation, Vegetables & Nature)
 - Skits: “El Pintor Picasso”,
 - “La Granja de mi Amigo Pancho”
 - Mi Libro de Cognados (extras)
 - Sitios: florería, carpintería, cafetería, librería (bookstore), frutería, pizzería, perfumería, papelería
 - Ocupaciones: chef, guardia, taxista, chofer, guía de turista, mecánico, electricista, ingeniero, cirujano plástico, coordinador(a), inspector(a), supervisor(a)
 - Optional Songs: #39 Cuaderno de colorear (nature vocabulary)

Youtube Accounts:

- Canta con Jess
- Homeschool Pop
- Language Learners Español