

**Belvidere Cluster Wide  
World Language Curriculum  
Grade 2  
Updated September, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Music
- Physical Education
- Technology
- Visual and Performing Arts

**Technology Standards and Integration**

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Education & Training
- Government & Public Administration
- Hospitality & Tourism
- Marketing
- Transportation, Distribution & Logistics

**21st Century Skills/Standards**

- Global Awareness
- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy

- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)

- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery

- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## **Unit #1, World Language, Greetings and Introductions**

Time Period: **September**

Length: **25 days**

**Enduring Understanding**

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I can ask about others and tell about myself in a Foreign Language.

## Essential Questions

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What does it mean to be polite in a Hispanic nation?

How can I communicate with speakers of other languages?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.A.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.

## Student Learning Objectives

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Students will:

- Appropriately greet the teacher and take leave from the class through TPR.
- Appropriately respond to please and thank you in Spanish.
- Ask and answer basic greeting and introductions in a variety of cultural contexts.
- Identify familiar people as tú or usted.
- Ask and answer basic conversational questions in a variety of cultural contexts.
- Memorize and recite songs/chants related to greetings, introductions and farewells in a variety of cultural contexts.
- Understand basic vocabulary presented in culturally authentic literature.
- Copy and illustrate basic greetings and farewells and simple questions.
- Recognize other languages are different from English.

## Instructional Activities

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Discussion of background knowledge of words from other languages.

Introduction of greetings, farewells, and simple questions and answers through TPR and songs/chants.

Asking and answering simple questions through ball toss, circle responses and structured partner Q/A activities.

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Present pictures or point to familiar people and respond orally with tú or usted.

Students produce and illustrate a book/poster on greetings/introductions and simple questions.

Cut and paste activities where students match a phrase with an illustration of key vocabulary.

Teacher reads authentic literature to students.

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## **Interdisciplinary Connections**

Language arts: Writing activities, Read-Alouds

Social Studies: Cultural norms when addressing people in different countries

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## **Texts and Resources**

Smart Board matching activity

Flashcards/pictures of vocabulary

Authentic children's literature

Teacher-created worksheets and activities

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## **Assessment**

### **Formative assessments**

Speaking rubric during question and answer activities.

Teacher observation of appropriate student response during TPR activities and question/answer activities.

### **Summative assessments**

Comprehension of literature, vocabulary and cultural differences through oral response.

Accuracy of student writing and illustrations.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

# **Unit #2, World Language, What's in the Classroom?**

Time Period: **November**  
Length: **15 days**

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## **Enduring Understanding**

I am comfortable in my surroundings.

## Essential Questions

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How does being familiar with my surrounding make me safe?

## New Jersey Student Learning Standards

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WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.C.5	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.B.L.1.a	Respond to learned questions.

## Student Learning Objectives

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Student will:

- Respond to questions with *Dónde está el/la*
- Describe items in the classroom
- Identify basic classroom vocabulary through the use of TPR
- Create list of basic classroom materials
- Recite songs/chants such as *Ventanas*, *window*, *piso floor* and *Mi Escuelita*

## **Instructional Activities**

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Introduction of Classroom objects through TPR, realia, songs/chants, flashcards, and felt boards

Asking and answering questions related to classroom objects

Students orally identify classroom objects

Students match classroom objects on smartboard activity

Students produce and illustrate a book/poster on classroom objects

Teacher reads authentic literature to students such as En mi Salon, ¿Qué hay aquí?

## **Interdisciplinary Connections**

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Music: Rhythm and songs

Language arts: Writing activities

## **Texts and Resources**

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Authentic Songs - Mi Escuelita

Smartboard for matching activity

Teacher created worksheets for classroom objects

Flashcards (print and/or electronic)

Regalia of actual classroom objects

Google images of key vocabulary

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

# **2nd grade, Unit #3, World Language, Dia de los Muertos**

Content Area: **Generic Content Area**

Course(s): **Generic Course**

Time Period: **October**

Length: **2 weeks**

Status: **Published**

## **Enduring Understanding**

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Different religious and cultural celebrations occur in different cultures.

## Essential Questions

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How is Halloween different from Dia de los Muertos?

What is Dia de los Muertos?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.C.6

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## Student Learning Objectives

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The students will:

- Identify Mexico on a world map.
- Compare and contrast the cultural celebrations of Dia de los Muertos and Halloween.
- Recognize the cultural symbols associated with Dia de los Muertos.
- Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos based on children's literature.
- Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

## Instructional Activities

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Whole class discussion of how students celebrate Halloween.

Introduce Dia de los Muertos as a Mexican religious celebration and orally compare and contrast to Halloween celebration.

Teacher introduces location of Mexico on a world map and students identify and color Mexico on individual maps.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Dia de los Muertos such as a mask or an altar.

## Interdisciplinary Connections

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Social Studies: Geographical location of celebrations, Anthropological discussion of religious beliefs and practices.

Art: Illustration of holiday symbols

Language Arts: Read-Alouds, Comparing/Contrasting

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## **Texts and Resources**

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Google images of symbols and altars associated with Dia de los Muertos celebrations

Children's literature associated with Dia de los Muertos: Tio Fernando, Dia de los Muertos

World map

Templates for mask, altar, or calaveras

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit, cultural product

# **Unit #4, World Language, Numbers/Colors/Animals**

Time Period: **November**

Length: **30 days**

## **Enduring Understanding**

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Vocabulary for numbers, colors, animals occur in authentic conversation.

## **Essential Questions**

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How do I discuss numbers, colors, and animals in authentic conversation?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.B.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.B.L.1.a	Respond to learned questions.

## Student Learning Objectives

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The students will:

- Identify and recite numbers 1-10.
- Identify 5 basic colors.
- Identify 5 basic animals.
- Ask and answer questions related to quantities, colors, and types of animals.
- Express likes and dislikes through Me Gusta/No Me Gusta.
- Understand vocabulary in authentic literature such as Oso Pardo, Siesta, and other animals, colors, and numbers books.
- Create a mini-book/poster based on their knowledge of numbers, colors, and animals.
- Memorize and recite songs/chants related to numbers, colors, and animals.
- Create a class graph of student animal preferences.
- Recognize and create patterns involving unit vocabulary.

## Instructional Activities

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Introduction of numbers, colors, and animals through TPR, songs/chants, flashcards, and felt boards.

Asking and answering questions related to numbers, colors, and animals through ball toss, circle responses and structured partner Q/A activities.

Students orally identify and continue number, color, and animal patterns viewed on the smartboard.

Students produce and illustrate a book/poster on numbers, colors, and animals.

Cut and paste activities where students match key vocabulary such as numbers to animals or animals to colors, etc.

Color by number worksheets with both numbers and colors written in Spanish.

Teacher surveys students' likes and dislikes pertaining to colors and animals and creates/discusses with students a class graph of results in excel.

Teacher reads authentic literature to students such as Oso Pardo, Siesta, or other appropriate books.

## Interdisciplinary Connections

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Mathematics: Reading and interpreting a graph, identification of patterns, counting

Music: Rhythm and songs

PE: Physical and Kinesthetic activities through TPR

Language Arts: Read-Aloud

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## **Texts and Resources**

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Authentic literature: Oso Pardo, Siesta, Colores, Animales  
Microsoft Excel and Smart Board for graphic activity  
Smart Board for pattern activity  
Teacher-created worksheets for numbers, colors, and animals  
Flashcards (print or electronic)  
Google Images of key vocabulary

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of classroom objects  
Checklist for accurate identification of numbers, colors, and animals.  
Teacher created matching worksheet and activities  
Teacher observation of appropriate student response during TPR activities and question answer activities  
Accuracy of student writing, illustrations and matching sheets/games  
Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities  
Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit, cultural product  
Rubric to evaluate student understanding of unit vocabulary through the creation of mini-books.

# **Unit #5, World Language, Clothing and Body**

Time Period: **January**  
Length: **40 days**

## **Enduring Understanding**

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One must be self aware to discuss the basic needs of clothing and parts of the body.

## **Essential Questions**

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How do I talk about and describe my body and clothing?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.C.5	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

## Student Learning Objectives

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The students will:

- Identify basic parts of the body through the use of TPR.
- Identify basic clothing vocabulary through the use of TPR.
- Ask and answer questions related to parts of the body and clothing.
- Describe clothing using color vocabulary.
- Create and present an illustration of their favorite outfit.
- Memorize and recite songs/chants related to parts of the body and clothing.
- Match body part to clothing article.

## Instructional Activities

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Identify parts of the body through TPR, flashcards, bingo, etc.

Identify articles of clothing through TPR, flashcards, bingo, etc.

Whole class game of Simon Dice.

Bring in articles of clothing and have students identify, locate, and put on the clothing based on oral directions.

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Students engage in an oral matching activity in which the teacher gives clues about parts of the body and clothing articles while students correlate the vocabulary topics. Example: Teacher says "feet" and students must find the picture of "socks."

Play a game of Veo Veo in which students identify someone wearing a "red shirt, etc."

Matching and labeling worksheets/SmartBoard matching activities and games

Students draw and describe an illustration of themselves wearing their favorite outfit

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## **Interdisciplinary Connections**

Science/Health: Identification of body parts

Art: Illustrations of self

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## **Texts and Resources**

Google images flashcards of parts of body and clothing

Smartboard matching activity and games

Parts of body and clothing songs

Clothing realia

Teacher-created matching and labeling worksheets and activities

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Teacher observation during asking/answering of questions and discussions related to body parts and clothing

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist of recognition of basic vocabulary associated with body parts and clothing

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

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# **Unit #6, World Language, Navidad and Three Kings Day**

Time Period: **December**

Length: **15 days**

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## **Enduring Understanding**

Different holidays are celebrated in different cultures.

## Essential Questions

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How is Christmas different from Las Posadas/Three Kings Day?

What are Posadas?

What is Three Kings Day?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.4

WL.7.1.NM.A.3

WL.7.1.NM.C.3

WL.7.1.NM.C.4

WL.7.1.NM.C.5

WL.7.1.NM.C.2

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Recognize a few common gestures and cultural practices associated with the target culture(s).

Copy/write words, phrases, or simple guided texts on familiar topics.

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

## Student Learning Objectives

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The students will:

- Compare and contrast the cultural celebrations of Christmas with Las Posadas/Three Kings Day.
- Recognize the cultural symbols associated with Las Posadas/Three Kings Day.
- Demonstrate comprehension orally and in writing of cultural practices associated with Las Posadas/Three Kings Day based on children's literature.
- Create an authentic cultural product associated with the celebration of Las Posadas/Three Kings Day.
- Sing popular holiday songs associated with Las Posadas/Three Kings Day.

## Instructional Activities

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Whole class discussion of how student's celebrate Christmas.

Introduce Las Posadas/Three Kings Day as religious celebrations and orally compare and contrast them to American Christmas celebrations.

Introduce and sing Feliz Navidad, and play other Spanish carols while students complete other activities.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

## Interdisciplinary Connections

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Social Studies: Anthropological discussion of religious beliefs and practices

Music: holiday music

Art: Illustration of holiday symbols

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## **Texts and Resources**

Google images of symbols associated with Las Posadas/Three Kings Day celebrations.

Children's literature associated with Las Posadas/Three Kings Day: Pedro's Christmas Flower, The Legend of the Poinsettia, La Navidad, The Night of Las Posadas

Music Downloads/Pandora Radio for Feliz Navidad or other holiday songs in Spanish.

Templates for poinsettia or other related holiday craft

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

# **Unit #7, World Language, Favorite Foods**

Time Period: **March**  
Length: **30 days**

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## **Enduring Understanding**

Various cultures have foods in common.

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## **Essential Questions**

How do I communicate which foods I like and dislike?

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What are the foods I like that are not American?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.A.C.5	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.A.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

## Student Learning Objectives

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The students will:

- Identify basic food vocabulary and a few cultural food items.
- Express likes and dislikes of various foods with the use of Me gusta/and Mi favorito.
- Create and interpret a class graph of foods likes and dislikes.
- Discuss how food varies among cultures and people.
- Ask and answer simple questions about food and food preferences.
- Identify and label food illustrations.

## Instructional Activities

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Identify food vocabulary using realia, flashcards, fake fruit baskets, etc.

Have students match food vocabulary to appropriate pictures using a teacher created worksheet, and a whole-class labeling activity (smart board or paper)

Vocabulary identification games such as memory, What's Missing?, identify the mystery object, etc.

Have students ask and answer simple questions about food vocabulary and preferences in pairs.

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Survey students likes and dislikes and create a class graph on excel. Discuss the results about the "favorito."

Identify foods typical of the Spanish culture.

## **Interdisciplinary Connections**

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Health: Healthy food choices, Balanced food choices

Mathematics: Reading and interpreting a graph

Social Studies: World cultures and foods

## **Texts and Resources**

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Food flashcards/google images

Food realia

Microsoft Excel

Smart Board

Teacher-created worksheets and activities (bingo/memory cards/etc.)

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Accuracy in matching activities

Accuracy in completion of teacher created worksheets

Teacher observation during asking/answering of questions and discussions related to food

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist of recognition of basic vocabulary associated with food

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

# **Unit #8, World Language, Cinco de Mayo**

Time Period: **May**

Length: **10 days**

## **Enduring Understanding**

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Hispanics have impacted and influenced America.

Language and cultural are connected and inseparable.

## Essential Questions

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What is Cinco de Mayo?

How and why is it celebrated?

## New Jersey Student Learning Standards

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WL.7.1.NM.B.C.2

Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

WL.7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.

WL.7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

WL.7.1.NM.A.3

Recognize a few common gestures and cultural practices associated with the target culture(s).

WL.7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4

Present information from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## Student Learning Objectives

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The students will:

- Identify Mexico and the town of Puebla on a world map.
- Distinguish between Cinco de Mayo and Mexican Independence Day.
- Recognize the historical events associated with Cinco de Mayo.
- Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on children's literature.
- Create an authentic cultural product associated with the celebration of Cinco de Mayo.

## Instructional Activities

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Introduce Cinco de Mayo and its significance to Mexico and Hispanic-Americans through pictures, skits, and stories.

Read aloud culturally significant children's literature and identify pictures and symbols from the literature associated with the celebration.

Students create an authentic product associated with Cinco de Mayo such as a flag of Mexico, maracas, paper flowers, etc.

Teacher introduces location of Mexico and the town of Puebla on a world map and students identify and color Mexico on individual maps.

## Interdisciplinary Connections

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Social Studies: History of Cinco de Mayo and Mexican-American relations, Geography and location of Mexico on a world map, Location of France on a world map, Political and cultural differences

Language Arts: Universal themes in literature of good vs. evil

## Texts and Resources

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Children's literature: Cinco de Mayo

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Digital Download of Mariachi music

Google images of traditional clothing and celebrations of Cinco de Mayo

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Correctly identify the location of Mexico and the town of Puebla on a world map.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student created cultural product.

# **Unit #9, World Language, Transportation and Places**

Time Period: **May**  
Length: **20 days**

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## **Enduring Understanding**

Modes of transportation, differences in perceived transportation necessities, and locations within a city or community vary.

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## **Essential Questions**

How do I get from place to place in different cities?

## New Jersey Student Learning Standards

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WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

## Student Learning Objectives

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The students will:

- Identify and label 5 modes of transportation and 5 locations in a city or community.
- Ask and answer simple questions about transportation and city locations.
- Match various locations with an appropriate mode of transportation.
- Recite a song/skit/poem about transportation and city locations.
- Illustrate and present a booklet/poster about different modes of transportation and city locations.

## Instructional Activities

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Identify vocabulary of transportation and locations in a city and using flashcards, TPR, charades, illustrations of city maps, etc.

Have students match city location with the appropriate method of transportation using a teacher created worksheet, or a whole-class labeling activity (smartboard or paper).

Vocabulary identification games such as memory, What's Missing?, identify the mystery object, etc.

Have students ask and answer simple questions about how they get to different places in pairs/popcorn activity/round-robin, etc.

Introduce a song/skit/poem/chant related to transportation and/or city locations.

Identify appropriate means of transportation in other locations and cultures.

Cut and paste/label city locations and transportation vocabulary on teacher-created worksheets.

## Interdisciplinary Connections

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Music: Rhythms/songs/chants

Language Arts: Recitation of poetry and drama, Word associations/connections between vocabulary topics

## Texts and Resources

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Transportation and city location flashcards/google images

Smart Board

Teacher-created worksheets and activities (bingo/memory cards/etc).

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of classroom objects

Teacher created matching worksheet and activities

Teacher observation of appropriate student response during TPR activities and question answer activities

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Teacher observation during asking/answering of questions and discussions related to transportation and city locations vocabulary.

### **Summative assessments**

Speaking rubric during question and answer activities

Rubric to evaluate student understanding of unit vocabulary through creation of classroom lists

Checklist of recognition of basic vocabulary associated with transportation and locations in a city vocabulary.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Observation of student participation during song/skit/poem.