

Teaneck Community Charter School

Spanish Curriculum

K–8 Program of Studies · 2026–27

*Aligned to the 2020 NJSL – World Languages (Standard 7.1) and the NCSSFL-ACTFL
Can-Do Statements*

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.

Grades K–2

Units of Study: *Todo de Mí / Hispanic Heritage Month · En la Escuela · Universal Food · Family and Holidays · Mi Casa es Su Casa · Let's Go Shopping! · Mi Barrio / My Community · Animals · Cinco de Mayo · Travel*

Resources: Teach Them Spanish series for Grades K–2, McGraw-Hill Publishing

Interpretive Communication

Grade Band: Kindergarten–Grade 2

Communicative Mode: Interpretive Communication

Process Summary

Kindergarten through Grade 2 students build early listening and reading comprehension by identifying memorized words, phrases, and gestures across ten units: greeting expressions and the Spanish alphabet (Todo de Mí / Hispanic Heritage Month), classroom vocabulary and simple oral directions (En la Escuela), food and beverage words (Universal Food), family and holiday vocabulary (Family and Holidays), household vocabulary (Mi Casa es Su Casa), clothing and shopping language (Let's Go Shopping!), community vocabulary (Mi Barrio), animal names and sounds (Animals), Cinco de Mayo vocabulary, and travel vocabulary (Travel) — always supported by pictures, gestures, realia, and repeated oral models.

Interdisciplinary Connections

Social Studies (locating Mexico and other Spanish-speaking countries on a map); Science (animals, weather, and the food pyramid); ELA (recognizing letters and sounds and comparing Spanish and English print)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Listening and reading in a new language begins with recognizing familiar words and relying on context, pictures, and gestures to construct meaning, and this understanding grows through repeated, supported exposure to culturally authentic language.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NL.IPRET.1
- 7.1.NL.IPRET.2
- 7.1.NL.IPRET.3
- 7.1.NL.IPRET.4

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Low (targeted proficiency: Novice Low by the end of Grade 2)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric

Activities Overview

Students listen to and view teacher modeling, picture books, songs, and videos in Spanish for each unit; they respond with gestures or actions to oral commands and match spoken words to pictures and objects.

Technology Infusion

- Smart board, Applications, laptop and earphones
- spanish4teachers.org Elementary Spanish Resources

Interpersonal Communication

Grade Band: Kindergarten–Grade 2

Communicative Mode: Interpersonal Communication

Process Summary

Across the ten units, students exchange information in short, practiced exchanges: greeting and introducing themselves, asking how someone is and how old they are (Todo de Mí); asking and answering about classroom items and routines (En la Escuela); making polite requests about food (Universal Food); talking about family, holiday preparations, and weather with a partner (Family and Holidays); describing household rooms and chores (Mi Casa es Su Casa); role-playing shopping for clothing (Let's Go Shopping!); giving and asking for directions in the community (Mi Barrio); describing a favorite animal (Animals); playing Simon Says and greeting classmates during Cinco de Mayo activities; and describing likes and dislikes about travel (Travel).

Interdisciplinary Connections

ELA (forming questions and answers in conversation); Social Studies (community helpers and family celebrations)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Interpersonal communication is a two-way exchange built on practiced, memorized language, gestures, and visuals that allow beginning learners to share needs, preferences, and basic personal information with a partner.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NL.IPERS.1
- 7.1.NL.IPERS.2
- 7.1.NL.IPERS.3
- 7.1.NL.IPERS.4
- 7.1.NL.IPERS.5
- 7.1.NL.IPERS.6

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Low (targeted proficiency: Novice Low by the end of Grade 2)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets

- Rubric

Activities Overview

Partner greetings and interviews, question-and-answer routines, classroom role-play (ordering food, shopping for clothing), and Simon Says in Spanish.

Technology Infusion

- Smart board, Applications, laptop and earphones
- spanish4teachers.org Elementary Spanish Resources

Presentational Communication

Grade Band: Kindergarten–Grade 2

Communicative Mode: Presentational Communication

Process Summary

Students prepare and share short, rehearsed presentations: reciting the Spanish alphabet and naming a famous Hispanic person (Todo de Mí); describing people, things, and the days of the week (En la Escuela); naming fruits and describing foods by color (Universal Food); describing family members and the weather (Family and Holidays); naming rooms and appliances (Mi Casa es Su Casa); describing an outfit (Let's Go Shopping!); naming community buildings and professions (Mi Barrio); describing a favorite animal (Animals); coloring and presenting the Mexican flag (Cinco de Mayo); and naming Spanish-speaking countries they would like to visit (Travel).

Interdisciplinary Connections

Visual Arts (coloring the Mexican flag, illustrating vocabulary); ELA (writing words and short sentences on worksheets)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Presentational communication asks beginning learners to organize memorized words and phrases into a short, rehearsed product — a description, a drawing, a labeled poster — that can be shared with an audience without back-and-forth interaction.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NL.PRSNT.1
- 7.1.NL.PRSNT.2
- 7.1.NL.PRSNT.3
- 7.1.NL.PRSNT.4

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Low (targeted proficiency: Novice Low by the end of Grade 2)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric

Activities Overview

Worksheets, flag coloring and flag-making, and short oral presentations of memorized descriptions.

Technology Infusion

- Smart board, Applications, laptop and earphones
- spanish4teachers.org Elementary Spanish Resources

Connections & Culture

Grade Band: Kindergarten–Grade 2

Communicative Mode: Connections & Culture

Process Summary

Students compare Spanish-speaking cultures with their own throughout the year: recognizing that Spanish is spoken in many countries and celebrating Hispanic Heritage Month (Todo de Mí); comparing Day of the Dead with Halloween (En la Escuela); comparing Thanksgiving traditions (Universal Food); comparing Christmas, Hanukkah, and Kwanzaa, and Three Kings' Day with Christmas (Family and Holidays / Mi Casa es Su Casa); understanding shopping customs (Let's Go Shopping!); identifying the ethnicities and nationalities of community members and ways to help the community (Mi Barrio); noting where animals are found around the world (Animals); locating Mexico on a map and learning about Cinco de Mayo; and taking virtual tours of Latin American countries and naming Spanish-speaking countries (Travel).

Interdisciplinary Connections

Social Studies (geography, holidays, and civics); Character Education (community helping and volunteering)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?

- Do animals have nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Learning a language opens a window into another culture; comparing celebrations, customs, and communities in the target culture with one's own builds respect and curiosity about the wider Spanish-speaking world.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLs-WL 7.1):

- 7.1.NL Intercultural Statements (products and practices of the target culture)

NJSLs-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Low (targeted proficiency: Novice Low by the end of Grade 2)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric

Activities Overview

Cultural comparison discussions, holiday and tradition projects, map activities, videos on Cinco de Mayo, and virtual country tours.

Technology Infusion

- Smart board, Applications, laptop and earphones
- spanish4teachers.org Elementary Spanish Resources

Grades 3–4

Units of Study: *Todo de Mí / Hispanic Heritage Month · En la Escuela · Universal Food · Family and Holidays · Mi Casa es Su Casa · Let's Go Shopping! · Mi Barrio / My Community · Animals · Cinco de Mayo · Travel*

Resources: Teach Them Spanish, Grade 3 & Grade 4, by Winnie Waltzer-Hackett

Interpretive Communication

Grade Band: Grades 3–4

Communicative Mode: Interpretive Communication

Process Summary

Building on the K–2 foundation, Grade 3–4 students identify familiar spoken and written words, phrases, and simple sentences: reading and recognizing greetings and the alphabet with matching English cognates (Todo de Mí); reading the days of the week and telling time (En la Escuela); listening to and reading about breakfast and lunch foods (Universal Food); understanding descriptions of family celebrations and seasons (Family and Holidays); reading descriptions of rooms, floors, and appliances (Mi Casa es Su Casa); understanding descriptions of clothing and prices (Let's Go Shopping!); reading directions and community vocabulary (Mi Barrio); identifying animal vocabulary (Animals); understanding a read-aloud book on Cinco de Mayo; and understanding descriptions of past vacations (Travel).

Interdisciplinary Connections

Math (counting to 50, telling time); Social Studies (comparing school systems and holidays); ELA (recognizing cognates and sentence-level meaning)

Essential Questions

- If someone else were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

As vocabulary and sentence structures accumulate, learners move from recognizing isolated words to following the gist of short spoken and written passages in culturally authentic materials.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NM.IPRET.1
- 7.1.NM.IPRET.2
- 7.1.NM.IPRET.3
- 7.1.NM.IPRET.4
- 7.1.NM.IPRET.5

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid (targeted proficiency: Novice Mid, progressing toward the end-of-Grade-5 benchmark)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer

- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Guided reading of short authentic texts, listening comprehension checks, and matching/sorting tasks tied to each unit's vocabulary.

Technology Infusion

- Smart board, Applications, laptop and earphones

Interpersonal Communication

Grade Band: Grades 3–4

Communicative Mode: Interpersonal Communication

Process Summary

Students engage in slightly longer, practiced conversations: comparing how they and Hispanic peers greet friends (Todo de Mí); asking about class schedules and giving oral directions (En la Escuela); role-playing ordering in a Spanish restaurant (Universal Food); describing family members and celebrations in complete sentences (Family and Holidays); describing household chores and rooms (Mi Casa es Su Casa); shopping role-plays with opinions about clothing (Let's Go Shopping!); giving directions within the community (Mi Barrio); discussing favorite animals (Animals); asking and telling who is doing an action during Cinco de Mayo games; and describing likes and dislikes about a vacation (Travel).

Interdisciplinary Connections

ELA (asking follow-up questions); Social Studies (comparing family and community structures)

Essential Questions

- If someone else were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

With a growing bank of memorized words and phrases, learners request and provide information, state needs, and react to others' preferences and feelings in real exchanges with a partner.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NM.IPERS.1
- 7.1.NM.IPERS.2
- 7.1.NM.IPERS.3
- 7.1.NM.IPERS.4
- 7.1.NM.IPERS.5
- 7.1.NM.IPERS.6

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid (targeted proficiency: Novice Mid, progressing toward the end-of-Grade-5 benchmark)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension

- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Partner interviews, restaurant and clothing-store role-plays, and cooperative direction-giving games.

Technology Infusion

- Smart board, Applications, laptop and earphones

Presentational Communication

Grade Band: Grades 3–4

Communicative Mode: Presentational Communication

Process Summary

Students prepare longer written and spoken products: writing and stating the full date and describing people/things (Todo de Mí); reading, writing, and stating the days of the week (En la Escuela); naming fruits and food colors (Universal Food); describing family members and the weather in sentences (Family and Holidays); describing rooms using ordinal numbers (Mi Casa es Su Casa); describing an outfit and accessories (Let's Go Shopping!); naming community professions and buildings (Mi Barrio); describing an animal's characteristics (Animals); coloring the Mexican flag and performing a Simon Says routine (Cinco de Mayo); and describing a planned trip (Travel).

Interdisciplinary Connections

ELA (short sentence and paragraph writing); Visual Arts (flag-making and illustrated vocabulary)

Essential Questions

- If someone else were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Presentational communication at this level combines memorized language with a few original, recombined sentences, allowing students to describe people, places, and things for an audience with increasing independence.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NM.PRSNT.1
- 7.1.NM.PRSNT.2
- 7.1.NM.PRSNT.3
- 7.1.NM.PRSNT.4
- 7.1.NM.PRSNT.5
- 7.1.NM.PRSNT.6

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid (targeted proficiency: Novice Mid, progressing toward the end-of-Grade-5 benchmark)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Guided writing on worksheets, short skits and recitations, and labeled posters or flags presented to the class.

Technology Infusion

- Smart board, Applications, laptop and earphones

Connections & Culture

Grade Band: Grades 3–4

Communicative Mode: Connections & Culture

Process Summary

Students deepen cultural comparisons introduced in K–2: naming famous Hispanic individuals and their contributions (Todo de Mí); comparing Day of the Dead and Halloween in more depth (En la Escuela); comparing Thanksgiving in Spanish-speaking countries with the U.S. holiday (Universal Food); comparing Christmas, Hanukkah, and Kwanzaa and Three Kings' Day with Christmas (Family and Holidays / Mi Casa es Su Casa); understanding shopping customs (Let's Go Shopping!); identifying community members' ethnicities/nationalities and ways to volunteer (Mi Barrio); comparing animals across regions (Animals); describing Cinco de Mayo celebrations; and researching the regions and countries where Spanish is spoken (Travel).

Interdisciplinary Connections

Social Studies (geography and civic participation); ELA (short reflective writing)

Essential Questions

- If someone else were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?

- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- How important is it to win?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Comparing the practices and products of Spanish-speaking cultures with one's own builds cultural awareness and shows students that language and culture shape one another.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLs-WL 7.1):

- 7.1.NM Intercultural Statements (practices and products of the target culture)

NJSLs-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid (targeted proficiency: Novice Mid, progressing toward the end-of-Grade-5 benchmark)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions

- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Cultural comparison charts, holiday research mini-projects, and map/geography activities.

Technology Infusion

- Smart board, Applications, laptop and earphones

Grades 5–8

Units of Study: *Todo de Mí / Hispanic Heritage Month · En la Escuela · Universal Food · Family and Holidays · Mi Casa es Su Casa · Let's Go Shopping! · Mi Barrio / My Community · Animals · Cinco de Mayo · Travel*

Resources: Así se dice 1A/1B (Glencoe Spanish); “Teach hem Spanish” by Winnie Waltzer-Hackett

Interpretive Communication

Grade Band: Grades 5–8

Communicative Mode: Interpretive Communication

Process Summary

Students read and listen with growing independence, supported by explicit grammar study: comparing main idea, theme, and characters in culturally authentic readings and recognizing the reflexive verb *llamarse* (*Todo de Mí*); understanding class-schedule and time vocabulary using *tener/venir* (*En la Escuela*); reading closely for explicit and inferred meaning about food traditions, citing textual evidence (*Universal Food*); interpreting word choice and tone in family/holiday texts (*Family and Holidays*); analyzing cultural nuances of meaning and word order in household vocabulary (*Mi Casa es Su Casa*); analyzing how sentences and paragraphs relate in shopping-themed texts (*Let's Go Shopping!*); reading complex informational texts about the community independently (*Mi Barrio*); understanding descriptions of an imaginary animal (*Animals*); comprehending a *Cinco de Mayo* narrative; and interpreting travel narratives and virtual tours of Latin America (*Travel*).

Interdisciplinary Connections

ELA (close reading, textual evidence, tone and word choice); Social Studies (geography and regional cultures of the Spanish-speaking world)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- Is winning important, and why?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

As grammar and vocabulary expand — including *ser/estar*, stem-changing verbs, and object pronouns — learners move beyond word-level comprehension to interpreting the main idea, key details, and cultural nuance of connected, authentic texts.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NH.IPRET.1
- 7.1.NH.IPRET.2
- 7.1.NH.IPRET.3
- 7.1.NH.IPRET.6
- 7.1.NH.IPRET.7

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid → Novice High (targeted proficiency: Novice Mid by the end of Grade 5, progressing to Novice High by the end of Grade 8)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation

- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Close reading of culturally authentic texts with textual-evidence tasks, listening comprehension with graphic organizers, and video/podcast interpretation tied to each unit's grammar focus.

Technology Infusion

- NJDOE World Languages Model Curriculum resources
- ¡Gramática en Vivo! DVD and ¡Vocabulario en Vivo! DVD
- Así se dice Audio CDs
- Smart board, Applications, laptop and earphones

Interpersonal Communication

Grade Band: Grades 5–8

Communicative Mode: Interpersonal Communication

Process Summary

Students exchange information using an expanding grammar toolkit: introducing themselves with reflexive verbs and irregular *estar/tener* (Todo de Mí); asking and telling who is doing an action using subject pronouns (En la Escuela); role-playing ordering in a restaurant (Universal Food); discussing family celebrations and giving advice about preparations (Family and Holidays); describing chores and locations using *ser/estar* (Mi Casa es Su Casa); negotiating a shopping exchange (Let's Go Shopping!); giving and following directions using command forms (Mi Barrio); comparing an invented animal to real ones (Animals); creating and performing a Cinco de Mayo skit; and discussing past vacations using the preterite (Travel).

Interdisciplinary Connections

ELA (asking follow-up questions, sustaining a dialogue); Social Studies (comparing daily-life routines across cultures)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- Is winning important, and why?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Interpersonal communication becomes increasingly spontaneous as learners recombine known grammar and vocabulary to ask original questions, negotiate meaning, and sustain a short conversation with a partner.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NH.IPERS.1
- 7.1.NH.IPERS.2
- 7.1.NH.IPERS.3
- 7.1.NH.IPERS.4
- 7.1.NH.IPERS.5

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid → Novice High (targeted proficiency: Novice Mid by the end of Grade 5, progressing to Novice High by the end of Grade 8)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities

- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Structured dialogues, restaurant and shopping negotiations, partner interviews using target grammar, and cooperative skits.

Technology Infusion

- NJDOE World Languages Model Curriculum resources
- ¡Gramática en Vivo! DVD and ¡Vocabulario en Vivo! DVD
- Así se dice Audio CDs

Smart board, Applications, laptop and earphones

Presentational Communication

Grade Band: Grades 5–8

Communicative Mode: Presentational Communication

Process Summary

Students produce longer prepared work: presenting personal information using reflexive and irregular verbs (Todo de Mí); describing the school day with correct verb conjugation (En la Escuela); explaining food preferences and comparisons/superlatives (Universal Food); performing a weather-report project or skit (Family and Holidays); describing a home using comparisons of equality/inequality (Mi Casa es Su Casa); presenting an outfit and giving reasons for preferences (Let's Go Shopping!); explaining community helpfulness (Mi Barrio); presenting and comparing an invented animal to those studied (Animals); performing a Cinco de Mayo skit and making a piñata; and telling or writing about a past vacation across time frames (Travel).

Interdisciplinary Connections

ELA (informative/explanatory and narrative writing); Visual Arts (piñata-making, skit props)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?

- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- Is winning important, and why?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Presentational communication at this level asks learners to recombine grammar and vocabulary into connected sentences — descriptions, narratives, and short explanatory pieces — that communicate ideas clearly to an audience.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLS-WL 7.1):

- 7.1.NH.PRSNT.1
- 7.1.NH.PRSNT.2
- 7.1.NH.PRSNT.3
- 7.1.NH.PRSNT.4
- 7.1.NH.PRSNT.5

NJSLS-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid → Novice High (targeted proficiency: Novice Mid by the end of Grade 5, progressing to Novice High by the end of Grade 8)

Differentiation:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit gestures or drawing as a response
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking

- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
- Consult with CST and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Skits, weather-report projects, piñata-making, narrative writing pieces, and oral presentations using rehearsed connected sentences.

Technology Infusion

- NJDOE World Languages Model Curriculum resources
- ¡Gramática en Vivo! DVD and ¡Vocabulario en Vivo! DVD

Smart board, Applications, laptop and earphones

- Así se dice Audio CDs

Connections & Culture

Grade Band: Grades 5–8

Communicative Mode: Connections & Culture

Process Summary

Students research and compare more deeply: identifying famous Hispanic people's contributions (Todo de Mí); comparing school systems and Day of the Dead/Halloween (En la Escuela); comparing Thanksgiving across cultures (Universal Food); comparing global winter holidays and Three Kings' Day (Family and Holidays / Mi Casa es Su Casa); examining shopping customs (Let's Go Shopping!); identifying community members' backgrounds and civic contributions (Mi Barrio); researching where an invented animal's real counterparts live

(Animals); locating Mexico and its capital and explaining the history of Cinco de Mayo; and researching the regions and countries of the Spanish-speaking world through virtual tours (Travel).

Interdisciplinary Connections

Social Studies (geography, history, and civics); ELA (research and informative writing)

Essential Questions

- If someone were to describe you, what would they say? Is there a famous Hispanic person from your state?
- What differences would an American student encounter in a Spanish-speaking country?
- What is the difference between Thanksgiving in a Spanish-speaking country and Thanksgiving in the United States?
- What does your family do to prepare for the holidays?
- How do you greet your guests as they walk into your house?
- What item of clothing can you buy for five American dollars?
- What makes a community?
- Do animals have different nationalities?
- Is winning important, and why?
- If you could go anywhere in the world, where would you go and why?

Enduring Understanding

Investigating the products, practices, and perspectives of Spanish-speaking cultures — and comparing them to one's own — deepens intercultural understanding and prepares students to communicate respectfully across cultures.

21st Century Themes

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NJDOE World Languages Standards (NJSLs-WL 7.1):

- 7.1.NH Intercultural Statements (products, practices, and emerging perspectives of the target culture)

NJSLs-WL Practices:

Communicate, Cultures, Connections, Comparisons, Communities

Target Proficiency Level: Novice Mid → Novice High (targeted proficiency: Novice Mid by the end of Grade 5, progressing to Novice High by the end of Grade 8)

Differentiation:

Special Education Students

- Allow errors
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English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Provide additional visual and gestural support for new vocabulary

At-Risk Students

- Provide extended time to complete tasks
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- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit deeper research as an extension
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Assessments

- Observation
- Participation
- Question and answer
- Activity sheets
- Rubric
- Quiz
- Spelling bee

Activities Overview

Research mini-projects, map and capital-city studies, comparative culture presentations, and virtual tours of Latin American countries.

Technology Infusion

- NJDOE World Languages Model Curriculum resources
- ¡Gramática en Vivo! DVD and ¡Vocabulario en Vivo! DVD

Smart board, Applications, laptop and earphones

- Así se dice Audio CDs