

LONG HILL TOWNSHIP PUBLIC SCHOOLS

WORLD LANGUAGES

CURRICULUM GUIDE

Updated: September 10, 2012

LONG HILL TOWNSHIP PUBLIC SCHOOLS

**WORLD LANGAUGES
CURRICULUM GUIDE**

ACKNOWLEDGEMENTS

Board of Education

Superintendent

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Board Secretary/Business Administrator

Mr. John Esposito

Curriculum Office

Dr. Lori Jones – Director of Curriculum/Principal of Gillette School
Mrs. Debbie Tremarco – Curriculum Secretary

AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition or non-applicable handicap.

Affirmative Action Officer:

Mr. John Esposito
Board Secretary/Business Administrator
759 Valley Road
Gillette, NJ 07933
(908) 647-1200

ADAPTIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes and behaviors identified are appropriate for the special education pupils in Long Hill Township. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services
c/o Millington School
91 Northfield Road
Millington, NJ, 07946
(908) 647-1202

SPANISH – Kindergarten and Grade 1

RATIONALE, DESCRIPTION AND PURPOSE

The philosophy of the Spanish Language programs emphasizes active student participation in order to develop listening and speaking skills in Spanish. The primary goal is to develop communicative proficiency. The elementary program, taught by language specialists, provides students with opportunities to speak and to hear authentic Spanish and to appreciate cultures and languages other than their own. The program will also emphasize an understanding and appreciation of the relationship between the Spanish language and its cultures.

OBJECTIVES

The following objectives predict outcomes required by the N.J. Core Curriculum Content Standards for World Languages (Standard 7.1). By the end of this course, students will be able to:

1. Respond to and initiate simple statements and commands. (7.1.NM.B.2)
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences. (7.1.NM.B.3)
3. Express likes, dislikes and preferences. (7.1.NM.B.3)
4. Describe other people using short phrases and simple sentences). (7.1.NM.B.1)
5. Provide and obtain information on familiar topics. (7.1.NM.A.5)
6. Demonstrate an awareness of culture. (7.1.NM.C.5)

CONTENT, SCOPE, AND SEQUENCE

- A. Basic Skills (7.1.NM.A.5) (7.a.NM.B.3)
1. Numbers
 - Identify numbers 0 through 20
 - Utilize numbers 0 through 20
 2. Colors
 - Identify common colors
 3. Basic Vocabulary
 - List days of the week
 - List months of the year
 - Family members
 - Friends
 - Label parts of the body
 - Animals
 4. Weather
 - Identify common weather patterns
 - Name the seasons and the weather conditions associated with each

5. Introduce one self
 6. Greet others
 7. State Name
 8. Ask a classmate's name
 9. Exchange pleasantries
- B. Classroom objects and expressions (7.1.NM.A.4)
1. Utilize basic vocabulary in classroom setting
 2. Respond to commands about classroom objects

INSTRUCTIONAL TECHNIQUES

Foreign language instruction is a continuous building process where students move from the simple to more complex. The techniques outlined below are designed to encourage a diverse group of students to be interactive in the communication process. In the fourth grade program, there will be extensive oral and aural use of the target language.

Methodology choices will be varied in order to develop communicative competency. A fundamental listing of such methodologies follows.

- A. Puppetry: Motivational technique.
- B. Total Physical Response (TPR) Activities. (7.1.NM.A.2)

The key premise of the TPR approach is that listening comprehension provides the most effective introduction to second-language learning. Listening activities in which students respond physically (moving around, pointing, handling objects) are not only excellent ways of establishing comprehension-- new phrases learned in this manner are remembered longer.

- C. Spanish Songs: Listening and singing.
- D. Paired Activities.
- E. Teacher-Directed Instruction.

DIVERSITY (7.1.NM.A.1)

In addition to the drive towards facility in a world language and increasing an understanding of the cultural habits and traditions associated with that language, this course of study will also engender an appreciation for diversity. This goes beyond accepting a foreign person or country because it is legal and ethical, but also toward welcoming a foreign or contrary perspective because of the value associated with rounding out one's own narrow perspective. This will enhance the student's ability to be open to new ideas and points of view.

Varied activities will be used to appeal to multiple learning styles. Specialized techniques for encouraging success for all students include paired work, cooperative practice, TPR activities, and frequent reentry of material. Art and photos will be used to help the visual learner.

TECHNOLOGY (7.1.NM.B1)

The integration of the acquired hardware, software, audio-visual and computer technology will be implemented using some of the following:

- Videos;
- Audio/visual music and culture CD's and;
- Other technology enablers, as available.

EVALUATION

Assessment of student performance will be based upon:

- A. Oral response to teacher questions;
- B. Oral interaction between student and teacher in conversation; and
- C. Participation in class and group activities.

SPANISH - GRADE 2

RATIONALE, DESCRIPTION AND PURPOSE

The philosophy of the Spanish Language program emphasizes active student participation in order to develop listening and speaking skills in Spanish. The primary goal is to develop communicative proficiency. The elementary program, taught by language specialists, provides students with opportunities to speak and to hear authentic Spanish and to appreciate cultures and languages other than their own. The program will also emphasize an understanding and appreciation of the relationship between the Spanish language and its cultures.

OBJECTIVES

The following objectives predict outcomes required by the N.J. Core Curriculum Content Standards for World Languages (Standards 7.1). By the end of this course, students will be able to:

1. Respond to and initiate simple statements and commands. (7.1.NM.B2)
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences. (7.1.NM.B.3)
3. Express likes, dislikes and preferences. (7.1.NM.B.3)
4. Describe other people using short phrases and simple sentences. (7.1.NM.B.1)
5. Provide and obtain information on familiar topics. (7.1.NM.A.5)
6. Demonstrate an awareness of culture. (7.1.NM.C.5)

CONTENT, SCOPE, AND SEQUENCE

A. Basic Skills

1. Alphabet (7.1.NM.A.1)
 - Produce Spanish alphabet
 - Recognize the difference between Spanish and English alphabets
2. Numbers (7.1.NM.A.1)
 - Identify numbers 0 through 20
 - Utilize numbers 0 through 20
3. Colors (7.1.NM.A.4)
 - Identify common colors
4. Basic Vocabulary (7.1.NM.A.4)

- List days of the week
 - List months of the year
 - Utilize common nouns and verbs
 - Label parts of the body
5. Weather (7.1.NM.B.5)
 - Identify common weather patterns
 - Name the seasons and the weather conditions associated with each
 6. Introduce oneself (7.1.NM.B.3)
 7. Greet others (7.1.NM.B.3)
 8. Exchange pleasantries (7.1.NM.B.3)
- B. Classroom objects and expressions
1. Utilize basic vocabulary in classroom setting (7.1.NM.A.4)
 2. Respond to commands about classroom objects (7.1.NM.B.4)
- C. Likes, Dislikes, and Preferences
1. Express likes and dislikes in relation to previously learned vocabulary (7.1.NM.B.5)
- D. Culture—using a Latin American country as a cultural model
1. Prepare and/or sample Latin American cuisine (7.1.NM.C.5)
 2. Learn and perform Latin American folk songs (7.1.NM.C.2)
 3. Utilize Latin American arts and crafts (7.1.NM.C.1)

INSTRUCTIONAL TECHNIQUES

Foreign language instruction is a continuous building process where students move from the simple to more complex. The techniques outlined below are designed to encourage a diverse group of students to be interactive in the communication process. In the fourth grade program, there will be extensive oral and aural use of the target language.

Methodology choices will be varied in order to develop communicative competency. A fundamental listing of such methodologies follows.

- A. Puppetry: Motivational technique.
- B. Total Physical Response (TPR) Activities. (7.1.NM.A.2)
 The key premise of the TPR approach is that listening comprehension provides the most effective introduction to second-

language learning. Listening activities in which students respond physically (moving around, pointing, handling objects) are not only excellent ways of establishing comprehension-- new phrases learned in this manner are remembered longer.

- C. Spanish Songs: Listening and singing.
- D. Paired Activities.
- E. Teacher-Directed Instruction.

DIVERSITY (7.1.NM.A.1)

In addition to the drive towards facility in a world language and increasing an understanding of the cultural habits and traditions associated with that language, this course of study will also engender an appreciation for diversity. This goes beyond accepting a foreign person or country because it is legal and ethical, but also toward welcoming a foreign or contrary perspective because of the value associated with rounding out one's own narrow perspective. This will enhance the student's ability to be open to new ideas and points of view.

Varied activities will be used to appeal to multiple learning styles. Specialized techniques for encouraging success for all students include paired work, cooperative practice, TPR activities, and frequent reentry of material. Art and photos will be used to help the visual learner.

TECHNOLOGY (7.1.NM.B1)

The integration of the acquired hardware, software, audio-visual and computer technology will be implemented using some of the following:

- Videos;
- Audio/visual music and culture CD's and;
- Other technology enablers, as available.

EVALUATION

Assessment of student performance will be based upon:

- A. Oral response to teacher questions;
- B. Oral interaction between student and teacher in conversation; and
- C. Participation in class and group activities.

LONG HILL TOWNSHIP SCHOOLS
WORLD LANGUAGE – SPANISH
Grade 2

September	October	November	December	January
Colors Numbers Calendar Greeting (7.1.NM.A.1)	Alphabet Vowels Basic introduction of whole alphabet Numbers 50 – 100 (7.1.NM.A.1) Cultural: Day of the Dead (Mexican holiday) (7.1.NM.C.5)	Family My house (7.1.NM.A.4) Cultural: Thanksgiving (Dia de alta gracias) (7.1.NM.C.5)	My school Objects in the classroom (7.1.NM.A.4) Cultural: December holidays (7.1.NM.C.5)	All about me Parts of the body (7.1.NM.A.4) Cultural: Components of Mexico (7.1.NM.C.5)
February	March	April	May	June
All about me Clothing Things I like (7.1.NM.B4)	Weather Cultural components (7.1.NM.A.4) (7.1.NM.B.3)	Food – highlight on cultural food (7.1.NM.A.1)	Cultural: Cinco de Mayo (7.1.NM.C.4)	Review and end of the year assessment

SPANISH - GRADE 3

RATIONALE, DESCRIPTION AND PURPOSE

The philosophy of the Spanish Language program emphasizes active student participation in order to develop listening and speaking skills in Spanish. The primary goal is to develop communicative proficiency. The elementary program, taught by language specialists, provides students with opportunities to speak and to hear authentic Spanish and to appreciate cultures and languages other than their own. The program will also emphasize an understanding and appreciation of the relationship between the Spanish language and its cultures.

OBJECTIVES

The following objectives predict outcomes required by the N.J. Core Curriculum Content Standards for World Languages (Standards 7.1). By the end of this course, students will be able to:

1. Respond to and initiate simple statements and commands. (7.1.NM.B.2)
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences. (7.1.NM.B.3)
3. Express likes, dislikes and preferences. (7.1.NM.B.3)
4. Describe other people using short phrases and simple sentences. (7.1.NM.B.1)
5. Provide and obtain information on familiar topics. (7.1.NM.A.5)
6. Demonstrate an awareness of culture. (7.1.NM.C.5)
7. Identify some common and distinct features, such as parts of speech and vocabulary, among languages. (7.1.NM.A.5)

CONTENT, SCOPE, AND SEQUENCE

- A. Science (7.1.NM.B.5)
 1. Identify common weather patterns.
 2. Name the seasons.
 3. Identify and compare the nine planets.
 4. Discuss the planets.

- B. Mathematics (7.1.NM.B.5)
 - 1. Identify numbers 0 through 20.
 - 2. Skip counting, multiply and divide.
 - 3. Graph objects.
 - 4. Identify time to the hour.
 - 5. Measure using the metric system.
 - 6. Do calculator work.

- C. Social Studies (7.1.NM.B.5)
 - 1. Locate and identify Spanish speaking countries in the Western Hemisphere.
 - 2. Compare and contrast a Mexican market with local community shopping.

- D. Language Arts (7.1.NM.B.5)
 - 1. Identify some parts of speech.
 - a. Nouns
 - b. Adjectives
 - c. Verbs
 - 2. Develop an awareness and appreciation for Spanish literature for children through: (7.1.NM.C.2)
 - a. Memorization of a Spanish poem
 - b. Sequencing a Spanish story

- E. Art and Music (7.1.NM.C.2)
 - 1. Listen/Learn various Spanish music (ex. Tango, Salsa, Meringue and Afro-Cuban).
 - 2. Examine works of art.

INSTRUCTIONAL TECHNIQUES

Foreign language instruction is a continuous building process where students move from the simple to more complex. The techniques outlined below are designed to encourage a diverse group of students to be interactive in the communication process. In the fourth grade program, there will be extensive oral and aural use of the target language.

Methodology choices will be varied in order to develop communicative competency. A fundamental listing of such methodologies follows.

- A. Puppetry: Motivational technique.
- B. Total Physical Response (TPR) Activities. (7.1.NM.A.2)

The key premise of the TPR approach is that listening comprehension provides the most effective introduction to second-language learning. Listening activities in which students respond physically (moving around, pointing, handling objects) are not only excellent ways of establishing comprehension-- new phrases learned in this manner are remembered longer.

- C. Spanish Songs: Listening and singing.
- D. Paired Activities.
- E. Teacher-Directed Instruction.

DIVERSITY (7.1.NM.A.1)

In addition to the drive towards facility in a world language and increasing an understanding of the cultural habits and traditions associated with that language, this course of study will also engender an appreciation for diversity. This goes beyond accepting a foreign person or country because it is legal and ethical, but also toward welcoming a foreign or contrary perspective because of the value associated with rounding out one's own narrow perspective. This will enhance the student's ability to be open to new ideas and points of view.

Varied activities will be used to appeal to multiple learning styles. Specialized techniques for encouraging success for all students include paired work, cooperative practice, TPR activities, and frequent reentry of material. Art and photos will be used to help the visual learner.

TECHNOLOGY (7.1.NM.B.1)

The integration of the acquired hardware, software, audio-visual and computer technology will be implemented using some of the following:

- A. Videos;
- B. Audio/visual music and culture CD's
- C. Mobile CD players for in-classroom use; and
- D. Other technology enablers, as available.

EVALUATION

Assessment of student performance will be based upon:

- A. Oral response to teacher questions;
- B. Oral interaction between student and teacher in conversation; and

C. Participation in class and group activities.

**LONG HILL TOWNSHIP SCHOOLS
WORLD LANGUAGE – SPANISH
Grade 3**

September	October	November	December	January
Colors Numbers Greetings Days of the week Objects in school (7.1.NM.A.4)	Parts of the body (7.1.NM.A.1) Cultural component – Day of the Dead (7.1.NM.C.5)	I have phrases Numbers 10-100 (7.1.NM.B.5) Cultural: Thanksgiving (Dia de alta gracias) (7.1.NM.B.3)	My family My clothes (7.1.NM.B.3) Cultural: December holidays (7.1.NM.C.5)	I feel phrases Alphabet Vowel review Consonants (7.1.NM.B.3) Cultural: January Holidays (7.1.NM.C.5)
February	March	April	May	June
The community Objects in the street Transportation Places to go (7.1.NM.B5)	Sports Vacations Money Store Purchases (7.1.NM.A.1)	Conversational Spanish (7.1.NM.A.3)	Conversational Spanish (7.1.NM.A.3) Cultural: Cinco de Mayo (7.1.NM.C.4)	Review and end of the year assessment

SPANISH - GRADE 4

RATIONALE, DESCRIPTION AND PURPOSE

The philosophy of the Spanish Language program emphasizes active student participation in order to develop listening and speaking skills in Spanish. The primary goal is to develop communicative proficiency. The elementary program, taught by language specialists, provides students with opportunities to speak and to hear authentic Spanish and to appreciate cultures and languages other than their own. The program will also emphasize an understanding and appreciation of the relationship between the Spanish language and its cultures.

OBJECTIVES

The following objectives are those of the N.J. Core Curriculum Content Standards for World Languages (Standards 7.1). Each of the Core Curriculum Content Standards cited at the end of each objective is listed in Appendix A.

By the end of this course, students will be able to:

1. Respond to and initiate simple statements and commands. (7.1.NM.B.2)
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences. (7.1.NM.B.3)
3. Express likes, dislikes and preferences. (7.1.NM.B.3)
4. Describe people, places, things and events using short phrases and simple sentences. (7.1.NM.B.1)
5. Provide and obtain information on familiar topics. (7.1.NM.C.3)
6. Demonstrate an awareness of culture. (7.1.NM.C.5)
7. Identify some common and distinct features, such as parts of speech and vocabulary, among languages. (7.1.NM.B.5)
8. Express basic personal needs. (7.1.NM.B.3)
9. Demonstrate knowledge of cultures of speakers of Spanish. (7.1.NM.C5)
10. Recognize interrelationships between the language and the culture of a given group of people.
11. Recognize and explore the process of stereotyping.

CONTENT, SCOPE, AND SEQUENCE

The vocabulary of the following topics serves as examples of connections between classroom and daily life experiences and Spanish lessons.

- A. Science (7.1.NM.B.5)
 - 1. Discuss common weather patterns.
 - 2. Identify animals according to their habitat, diet and size.
 - a. Explore and discuss scientific properties, such as gravity and motion.
 - b. Identify the elements of nutrition.

- B. Mathematics (7.1.NM.B.5)
 - a. Label two- and three-dimensional geometric shapes.
 - b. Prepare and analyze graphs.
 - c. Identify time to the minute.
 - d. Measure using the metric system.
 - e. Perform calculator operations.
 - f. Perform one-step math problems.

- C. Social Studies (7.1.NM.B.5)
 - a. Locate and compare Spanish-speaking countries in the Western Hemisphere.
 - b. Design typical menus of Spanish-speaking countries.
 - c. Identify, locate, and compare Spanish-speaking populations in the world.
 - d. Explore physical features and natural resources of United States regions.

- D. Language Arts (7.1.NM.B.5)
 - a. Identify some parts of speech: nouns, pronouns, adjectives, verbs, adverbs.
 - b. Develop an awareness and appreciation for Spanish literature for children through:
 - a. Memorization of a Spanish poem.
 - b. Sequencing a Spanish story.

- E. Art and Music (7.1.NM.C.2)
 - a. Reinforce vocabulary through folk songs.
 - b. Examine works of art.

INSTRUCTIONAL TECHNIQUES

Foreign language instruction is a continuous building process where students move from the simple to more complex. The techniques outlined below are designed to encourage a diverse group of students to be interactive in the communication process. In the fourth grade program, there will be extensive oral and aural use of the target language.

Methodology choices will be varied in order to develop communicative competency. A fundamental listing of such methodologies follows.

- A. Puppety: Motivational technique.
- B. Total Physical Response (TPR) Activities: (7.1.NM.A.2)

Engage in learning comprehension activities while limiting their responses to physical rather than to verbal demonstrations of comprehension. The key premise of the TPR approach is that listening comprehension provides the most effective introduction to second-language learning. Listening activities in which students respond physically (moving around, pointing, handling objects) are excellent ways of establishing comprehension. New phrases learned in this manner are remembered longer.

- C. Spanish Songs: Listening and singing.
- D. Paired Activities: Give students markedly increased practice time using Spanish.
- E. Teacher-Directed Instruction: Provide clear and accurate explanations of the concepts to be mastered.

DIVERSITY (7.1.NM.A.1)

In addition to the drive towards facility in a world language and increasing an understanding of the cultural habits and traditions associated with that language, this course of study will also engender an appreciation for diversity. This goes beyond accepting a foreign person or country because it is legal and ethical, but also toward welcoming a foreign or contrary perspective because of the value associated with rounding out one's own narrow perspective. This will enhance the student's ability to be open to new ideas and points of view.

Varied activities will be used to appeal to multiple learning styles. Specialized techniques for encouraging success for all students include paired work, cooperative practice, TPR activities, and frequent reentry of material. Art and photos will be used to help the visual learner.

TECHNOLOGY (7.1.NM.B.1)

The integration of the acquired hardware, software, audio-visual and computer technology will be implemented using some of the following:

- A. Videos;
- B. Audio/visual music and culture CD's;
- C. Mobile CD players for in-classroom use; and
- D. Other technology enablers, as available.

EVALUATION

Assessment of student performance will be based upon:

- A. Oral response to teacher questions;
- B. Participation in class, group and paired activities; and
- C. Maintenance of portfolio containing examples of student work.

LONG HILL TOWNSHIP SCHOOLS
WORLD LANGUAGE – SPANISH
Grade 4

September	October	November	December	January
Greetings Classroom and school vocabulary Body Clothing Weather Friends Introduction TPR (total pupil response) Commands Tener expressions <small>(7.1.NM.A.1)</small>	Family Numbers Parts of house Furniture Appliances House in Hispanic countries Request and responding to requests <small>(7.1.NM.B.4)</small>	Seasons Home entertainment Querer expressions TV and radio in Hispanic countries Seasonal activities Seasons above and below the equator <small>(7.1.NM.A.1)</small>	Fruits Food Meals Table setting Verb: comer Gustar expressions Mealtimes in Hispanic countries Holidays <small>(7.1.NM.A.4)</small> <small>(7.1.NM.C.4)</small>	School subjects Instruments School/instruments on Hispanic countries Mathematical operations <small>(7.1.NM.A.5)</small> <small>(7.1.NM.B.5)</small>
February	March	April	May	June
Adjectives City buildings <small>(7.1.NM.A.1)</small>	Places in a city Transportation <small>(7.1.NM.C.4)</small>	Zoo animals Famous Hispanics <small>(7.1.NM.A.4)</small>	Restaurant vocabulary Prepositions US states with high Hispanic population <small>(7.1.NM.B.4)</small>	Continue with end of the year assessment and review

SPANISH - GRADE 5

RATIONALE, DESCRIPTION AND PURPOSE

The philosophy of the Spanish Language program emphasizes active student participation in order to develop listening and speaking skills in Spanish. The primary goal is to develop communicative proficiency. The elementary program, taught by language specialists, provides students with opportunities to speak and to hear authentic Spanish and to appreciate cultures and languages other than their own. The program will also emphasize an understanding and appreciation of the relationship between the Spanish language and its Hispanic and Spanish cultures.

OBJECTIVES

The following objectives predict outcomes required by the N.J. Core Curriculum Content Standards for World Languages (Standards 7.1 and 7.2). By the end of this course, students will be able to:

1. Respond to and initiate simple statements and commands. (7.1.NM.B.2)
2. Express attitudes, reactions, and courtesy using short phrases and simple sentences. (7.1.NM.B.3)
3. Express likes, dislikes and preferences. (7.1.NM.B.3)
4. Describe people, places, things and events using short phrases and simple sentences. (7.1.NM.B.1)
5. Provide and obtain information on familiar topics. (7.1.NM.C.3)
6. Demonstrate an awareness of culture. (7.1.NM.C.5)
7. Identify some common and distinct features, such as parts of speech and vocabulary, among languages. (7.1.NM.B.5)
8. Identify friends, family and relatives. (7.1.NM.A.4)
9. Describe their daily school activities. (7.1.NM.B.1)
10. Follow classroom directions given by the teacher. (7.1.NM.B.2)
11. Ask and answer practiced questions with complete sentences. (7.1.NM.B.4)
12. Orally combine vocabulary to describe or give information. (7.1.NM.B.1)
13. Understand main idea with some details on familiar topics. (7.1.NM.B.1)

CONTENT, SCOPE, AND SEQUENCE

All of the following activities are based on fifth grade curriculum topics and will be conducted in the target language:

A. Science (7.1.NM.B.5)

1. Discuss weather patterns and forecasting.
2. Explore issues related to the environment.
3. Identify the practices needed to maintain a healthy lifestyle.

B. Mathematics (7.1.NM.B.5)

1. Create schedules using a twenty-four hour clock.
2. Identify and compare geometric groups.
3. Survey class preferences and analyze data.

C. Social Studies (7.1.NM.B.5)

1. Contrast the value of money and goods in Spanish-speaking countries and the United States.
2. Discuss basic facts related to Hispanic explorers and the countries they discovered.
3. Create and present a travel brochure in Spanish.
4. Conduct an imaginary interview with a famous Hispanic figure, using the five question words (who, what, where, when, why).
5. Negotiate the terms of a transaction in a typical market setting.
6. Compare and discuss the global distribution, usage, and importance of Spanish, French and English throughout the world.

D. Language Arts (7.1.NM.B.5)

1. Utilize specific vocabulary in oral presentations.
2. Enumerate the steps of a process (for example, how to prepare something from a recipe).
3. Write descriptive paragraphs.
4. Narrate a simple story.

E. Art and Music

1. Utilize songs to reinforce vocabulary and structures.
2. Examine works of art.

INSTRUCTIONAL TECHNIQUES

Foreign language instruction is a continuous building process where students move from the simple to more complex. The techniques outlined below are designed to encourage a diverse group of students to be interactive in the

communication process. In the fifth grade program, there will be extensive oral and aural use of Spanish.

In order to differentiate instruction based upon student readiness, teachers will vary the pace, complexity and depth of instruction. Varied supplemental materials and think-pair-share activities will be included in the planning in order to account for different degrees of readiness in the reading abilities of the students.

Methodology choices will be varied in order to develop communicative competency. Some strategies are as follows:

A. Total Physical Response (TPR) Activities: (7.1.NM.A.2)

The key premise of the TPR approach is that listening comprehension provides the most effective introduction to second-language learning. Listening activities in which students respond physically (moving around, pointing, handling objects) are excellent ways of establishing comprehension; new phrases learned in this manner are remembered longer.

B. Spanish Songs: Listening and singing.

D. Paired Activities.

E. Teacher-Directed Instruction.

DIVERSITY (7.1.NM.A.1)

In addition to the drive towards facility in a world language and increasing an understanding of the cultural habits and traditions associated with that language, this course of study will also engender an appreciation for diversity. This goes beyond accepting a foreign person or country simply because it is legal and ethical; it extends to welcoming a foreign or contrary perspective because of the value associated with rounding out one's own narrow perspective. This will enhance the student's ability to be open to new ideas and points of view.

Varied activities will be used to appeal to multiple learning styles. Specialized techniques for encouraging success for all students include paired work, cooperative practice, TPR activities, and frequent reentry of material. Art and photos will be used to help the visual learner.

TECHNOLOGY (7.1.NM.B.1)

The current delivery system of instruction in the elementary schools allows for limited availability of technology for the Spanish teacher. Therefore, technology benchmarks are not referenced in this document.

Depending upon configuration of the individual classrooms and the time available for instruction, the integration of acquired hardware, software, AV and computer technology will be implemented utilizing the following:

- A. Videos;
- B. Audio/visual music and culture CD's
- C. Mobile CD players for in-classroom use; and
- D. Classroom computers will be used to access the Internet.

EVALUATION

Assessment of student performance will be based upon:

- A. Oral response to teacher questions;
- B. Oral interaction between student and teacher in conversation;
- C. Participation in class and group activities;
- D. Written responses to teacher prompts; and
- E. Maintenance of a dialog journal in Spanish.

LONG HILL TOWNSHIP SCHOOLS
WORLD LANGUAGE – SPANISH
Grade 5

September	October	November	December	January
House Furniture Appliances Table setting Food gustar expressions School subjects TPR commands (7.1.NM.A.1)	Numbers Weather Action words Telling time on the hour (7.1.NM.A.1)	Mathematical operations Telling time on half hour Daily activities of Hispanic children Siesta Geometric shapes (7.1.NM.B.5)	Adjectives Family Holidays Hispanic families (7.1.NM.A.2)	Expressions of courtesy Pet animals (7.1.NM.B.3)
February	March	April	May	June
Prepositions City buildings Places New prepositions of locations Emergencies Planets (7.1.NM.A.1) (7.1.NM.B.3) (7.1.NM.B.5)	Body Sea life Sea activities Doctor’s office (7.1.NM.A.1) (7.1.NM.B.3)	Stores Shopping Open air markets in Hispanic countries (7.1.NM.B.2)	Workers in a community Addresses Geography Cardinal directions Meeting people Greeting elders in Spanish speaking countries (7.1.NM.B.3)	Continue with end of the year assessment and review

th
6 Grade Exploratory Spanish Cycle Class

Philosophy

The study of a world language develops and encourages the communicative proficiency necessary in today's pluralistic society. It should foster understanding and tolerance of humanistic values in an evolving world. The selection of the specific languages studies should be relevant to student interests and needs. If language is personal, it is meaningful.

The linguistic and cultural components of our foreign language program are designed to help students better understand their own language and culture as well as those of others. The focus is on the language learning skills of listening, speaking, reading, writing, and memorizing. Career opportunities that necessitate knowledge of world languages are introduced.

Language classroom activities in Long Hill Township involve language usage in a variety of culturally authentic situations. Language instruction accommodates flexibility in the selection of objectives, content, and instructional techniques. Student abilities, interests, learning styles and multiple intelligences influence teaching techniques.

Course Overview

Purpose:

The world language program is designed to help students express themselves proficiently in the target language, while gaining an appreciation for a culture that is both similar to and different from their own. Students will learn the basic vocabulary and grammar needed for daily communication in the target language. The ability to communicate is at the heart of knowing another language.

Modern Languages

The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- The Interpretive Mode. Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen "between the lines."
- The Interpersonal Mode. Students engage in direct oral and/or written communication. Examples involving "two-way", interactive communication

are conversing face-to-face, or exchanging personal letters or e-mail messages.

- The Presentational Mode. Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this "one-to-many" mode of communication are making a presentation to a group or writing an article for the school newspaper.

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response. (7.1.NM.A.2)
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture. (7.1.NM.A.2)
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions. (7.1.NM.A.4)
4. Comprehend brief oral exchanges on familiar topics. (7.1.NM.A.5)
 - Grade level appropriate health topics (e.g., wellness, feelings and emotions)
 - Grade level appropriate science topics (e.g., weather and seasons)
5. Connect the learning of the target language to information studied in other core content areas. (7.1.NM.C.5)
 - Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)
 - Grade level appropriate health topics (e.g., nutrition and food groups)
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.
 - Recognition of key words
 - Main idea
7. Identify daily practices of people in the target culture(s). (7.1.NM.A.1)
8. Identify basic geographical features and some common landmarks in countries where the target language is spoken. (7.1.NM.A.4)
9. Identify aspects of the target culture(s) presented in photographs, children's books, and plays. (7.1.NM.A.1)
10. Identify distinctive cultural products of the target culture(s). (7.1.NM.A.3)

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.NM.B.3)
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. (7.1.NM.B.4)
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas. (7.1.NM.B.5)

- Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)

- Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)

- Grade level appropriate science topics (e.g., plant and animal characteristics)

5. Exchange basic information about the main characters, main idea, and setting from age-appropriate, culturally authentic selections. (7.1.NM.B.5)
6. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings, and daily classroom interactions. (7.1.NM.B.4)
7. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections. (7.1.NM.B.5)

C. Presentational Mode (spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. (7.1.NM.C.2)
2. Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
 - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)
 - Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving things)
3. Present orally or in writing information from age-appropriate, culturally authentic selections. (7.1.NM.C.4)

- Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories, or drawing and labeling pictures, charts, or diagrams)
4. Name and label tangible products and imitate practices from the target culture. (7.1.NM.C.5)
 - Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations).
 5. Reproduce a variety of tangible products typical of the target culture(s). (7.1.NM.C.5)
 6. Identify and reproduce expressive products typical of the target culture(s). (7.1.NM.C.5)
 7. Participate in age-appropriate activities related to special events celebrated in the target culture(s). (7.1.NM.C.4)

Evaluation Procedures

Assessment of student proficiencies should stress not only knowledge of elements of the language, but also usage of the language for communication. The students should be asked to integrate elements of the language, and the language should be presented in an authentic context whenever possible. Assessment activities and instructional activities are interchangeable.

The following evaluation procedures can be used:

- Quizzes
- Oral Presentations
- Projects
- Dialogue/Skits

Teacher Resources

The following are suggested resources:

- Calendars
- Flags
- Magazines
- Musical recordings
- Posters
- Realia
- Technology

Suggested Plan Inventory

Theme: Myself

Unit: Personal Information

Question: What makes me who I am?

Objectives	Vocabulary & Structures	Suggested Instructional Activities/Assessment	Culture	Content Connections	
<p>Interpretive</p> <ul style="list-style-type: none"> • Students will be able to recognize and understand self-introductions. 	<ul style="list-style-type: none"> • Calendar • Alphabet • Greetings/leave takings • Adjectives • To like/ to dislike • Numbers • Nationalities • Calendar • Alphabet • Greetings/leave takings 	<p>Suggested Instructional Activities/Assessment</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to a spelling word and say it to the class <p>Interpersonal:</p> <ul style="list-style-type: none"> • Survey classmates to identify characteristics. • Play Hang Man <p>Presentational:</p> <ul style="list-style-type: none"> • Introduce yourself to the class • Introduce a friend to the class 	<p>Culture</p> <ul style="list-style-type: none"> • Introductions and salutations • Social Relationships • Roles in society • Gestures and body language 	<p>Content Connections</p> <p>Social Studies:</p> <ul style="list-style-type: none"> • Local customs <p>Math:</p> <ul style="list-style-type: none"> • Diagrams 	
<p>Interpersonal</p> <ul style="list-style-type: none"> • Students will be able to share their birthdays. 					
<p>Presentational</p> <ul style="list-style-type: none"> • Students will be able to introduce themselves. 					

**Long Hill Township
World Language
Grades 7 and 8**

STANDARD 7.1: 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.

	CONTENT	Gr. 7	Gr. 8
7.1.NM.B.4	Create and respond to simple phrases, questions and sentences	R	M
7.1.NM.A.4	Describe people with some details	R	M
	Describe places with some details	R	M
	Describe events with some details	R	M
7.1.NM.B4	Generate and respond to short messages such as:		
	Invitations	R	M
	Directions	R	M
	Announcements	R	M
	Appointments	R	M
7.1.NM.B.3	Interact with appropriate responses in limited social settings and basic situations	R	M
7.1.NM.A.4	Express details of their everyday lives	R	M
	Express details of their past experiences – past tense	R	M
	Express details of their immediate future events – future tense	R	M
7.1.NM.B.5	Engage in original and spontaneous conversation in the language studies	R	R
7.1.NM.B.1	Organize thoughts into coherent oral speech	R	R
7.1NM.B.3	Explore employment opportunities where languages are advantageous	I	R
7.1.NM.A.1	Identify common and distinct features:		
	Parts of speech	R	R
	Vowels/oral pronunciation	R	R
	Alphabet	R	M
	Cognates	R	R
	Dictionary skills	R	R
	Prepositional phrases/clauses	R	R

**Long Hill Township
World Language
Grades 7 and 8**

	CONTENT	Gr. 7	Gr. 8
7.1.NM.C.5	Compare the customs of their own culture and the studied culture	R	M
7.1.NM.C.5	Understand the role of stereotyping in forming and sustaining prejudice	I	R
7.1.NM.C.1	Demonstrate and awareness of contributions made in many fields by men and women of diverse cultures	I	I
7.1.NM.C.3	Examine interrelationships between the language and the culture of a given group of people as evidence in literary works.	I	I

I: Introduce
R: Reinforce
M: Master

APPENDIX A

Core Curriculum Content Standard 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.

Proficiency Level – Novice –Mid

Interpretive Mode

- 7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simply poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).