

**Belvidere Cluster Wide  
World Language Curriculum  
Grade 6  
Updated September, 2018**

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

**Interdisciplinary Connections**

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

**Technology Standards and Integration**

iPads

Various websites

Interactive SmartBoard activities

**NJSLA Technology**

8.1.8.B.1

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1

Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1

Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Agriculture, Food & Natural Resources
- Education & Training
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Information Technology
- Transportation, Distribution & Logistics

**21st Century Skills/Standards**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation

- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

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

### **Integrated Accommodations and Modifications**

#### **Special Education**

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

#### **ELL**

- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

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

### **Gifted and Talented**

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

**504**

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

# Unit #1, World Language, Introductory Conversation

Time Period: **September**  
Length: **30 days**

## Enduring Understanding

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Making small talk is an important activity in most cultures.

## Essential Questions

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

How can I communicate and make small talk with speakers of other languages?

## New Jersey Student Learning Standards

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WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

## Student Learning Objectives

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Students will:

Use a variety of greetings and leave-takings during interactions.

Imitate cultural practices of the target language during greetings and leave-takings.

Ask and answer a variety of conversational questions in both formal and informal contexts.

Practice and perform a basic conversation in small groups.

Identify and use the correct word for "you" when talking to a variety of people in various Spanish speaking countries and in various social settings.

Ask the question, "How are you?" in a variety of singular and plural social settings.

Identify the letters and sounds of the Spanish alphabet.

Utilize the Spanish alphabet to spell their Spanish names aloud to others and to understand and write the correct letters when orally spelled by their classmates.

Ask and answer the question, "¿Cómo se escribe...?"

Compare Hispanic naming practices with those from their own culture.

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Compare and contrast an American sweet sixteen with a Spanish quinceañera(o).

Evaluate the customs of a quinceañero(a) by writing a creative piece explaining what their celebration would be like, if they were to have one at all, if they were a Hispanic youth.

Recognize familiar written words and phrases from a culturally authentic quinceañera invitation printed from the internet.

Demonstrate comprehension of brief written messages using an age appropriate, culturally authentic, quinceañera invitation by answering written questions based on their reading.

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

## **Instructional Activities**

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Identify familiar greetings/farewells and simple questions and answers through TPR, Q/A, ball toss activities, etc.

Practice asking and answering simple questions through ball toss, circle responses and structured partner Q/A activities, partner sharing activities, etc.

List and identify familiar people in the school, community, or world as students respond orally, in writing with the correct formal/informal phrasing of unit conversational questions.

Role play an interview situation in which students ask each other and record answers to basic conversation questions.

On a smart board, students will rearrange pieces of a question in the proper grammatical order practicing both formal and informal sentence construction.

Teacher created worksheets to practice formal and informal situations at various times of day.

Practice and perform a dialog in small groups using all unit vocabulary and conversation questions.

Games or activities to address the various forms of "you" choosing between tu, ud, uds, vosotros, vosotras.

Evaluate pertinent cultural informal gathered from pictures found on the Internet- quinceañera dresses, celebrations, etc.

Watch Quinceañera video streamed from internet.

Authentic Materials- In groups, students will read and analyze 2 examples of quinceañera invitations in Spanish and answer questions on a worksheet by determining the meaning of highly contextualized, level appropriate authentic cultural material.

Review alphabet through song/chant and use Spanish alphabet for various spelling activities/bingo/sparkle, etc.

## **Interdisciplinary Connections**

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Language Arts: Essays

Social Studies: Cultural norms when addressing people in different countries.

## **Texts and Resources**

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Smart Board matching activity

Flashcards of vocabulary phrases

Teacher created dialogue/conversation

Teacher created worksheets and activities

Beach ball game

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of comprehension of contextualized conversations, vocabulary and cultural differences through oral response.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of accuracy of student responses to unit questions.

Rubric to grade written essay- Is the way Latin American teenagers celebrate their birthdays different from what you and your friends do? If you were a quinceañero or quinceañera in Mexico, how would you choose to celebrate your coming of age? Explain in a 2 paragraph essay.

Authentic material worksheet collected and graded for accuracy

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

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# Unit #2, World Language, Countries and Capitals

Time Period: **November**  
Length: **20 days**

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## Enduring Understanding

Hispanic countries and capitals are members of Global Community.

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## Essential Questions

Where in the world is Spanish Spoken?

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## New Jersey Student Learning Standards

WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.A.C.5	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.L.1.a	Make lists.
WL.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.
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.

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## Student Learning Objectives

Identify the names and locations of the 20 Spanish-speaking countries of the world both orally and on a map

Identify and name the capital of each Spanish-speaking country both orally and on a map

Categorize each Spanish-speaking country into a region of the world

Ask and answer the question ¿De donde eres?

Correctly use the singular forms of ser as students orally ask and answer the question ¿De donde eres? and write a summary of their findings.

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## Instructional Activities

Identify the 20 Spanish-speaking countries on a map of the Spanish-speaking world

Sing a countries song

Identify the capitals of each Spanish-speaking country

Label a map of the Spanish-speaking world including capitals of each country and color code the map by Spanish-speaking region



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Index card activity- hold up an index card with the correct region of the world when a Spanish-speaking country is named

Capitals Bingo- teacher calls the capital of a Spanish-speaking country while students mark off the corresponding country on their bingo boards.

Communicative Gap Activity- Students are given an index card with the name of a Spanish-speaking country. They then circulate around the room asking each other and responding to the question De donde eres? Students record the names of each student under the corresponding country. Students then write a summary of where each student in the room is from using the third person singular form of ser.

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## **Interdisciplinary Connections**

Social Studies: Geography

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## **Texts and Resources**

Smart board review game

Countries and capitals song from <http://www.youtube.com/watch?v=8iF3Dv57oZM>

Maps of Hispanic countries and capitals

Templates of maps for students to complete

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of appropriate response and identification of countries and capitals vocabulary building games.

Observation of accuracy in matching activities.

Observation of accuracy in completion of teacher created worksheets.

Teacher observation during asking/answering of questions and discussions related to countries and capital vocabulary.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of recognition of basic vocabulary associated with countries and capitals vocabulary.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

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# Unit #3, World Language, Dia de los Muertos

Time Period: **October**  
Length: **10 days**

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## Enduring Understanding

Religious and cultural celebrations differ between cultures.

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## Essential Questions

How is Halloween different from Dia de los Muertos?

What is Dia de los Muertos?

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## New Jersey Student Learning Standards

WL.7.1.NM.A.C.6

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

WL.7.1.NM.A.4

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

WL.7.1.NM.A.3

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

WL.7.1.NM.C.3

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

WL.7.1.NM.C.4

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

WL.7.1.NM.C.5

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

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## Student Learning Objectives

The students will:

Identify Mexico on a world map.

Compare and contrast the cultural celebrations of Dia de los Muertos and Halloween.

Recognize the cultural symbols associated with Dia de los Muertos.

Demonstrate comprehension orally and in writing of cultural practices associated with Dia de los Muertos based on children's literature.

Create an authentic cultural product associated with the celebration of el Dia de los Muertos.

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## Instructional Activities

Whole class discussion of how students celebrate Halloween.

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

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

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

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

Watch DOD video streamed online which shows an authentic DOD celebration in Oaxaca, Mexico.

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## **Interdisciplinary Connections**

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

Art: Illustration of holiday symbols

Language Arts: Read-Alouds, Comparing/Contrasting

## **Texts and Resources**

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

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

World map

Templates for mask, altar, or calaveras

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of comprehension of literature, vocabulary and cultural differences through oral response.

Observation of oral discussion of cultural practices and differences.

Identification of the location of Mexico on a world map.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist identification of symbols associated with the holiday.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student-created cultural product.

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# Unit #4, World Language, School Subjects and Materials

Time Period: **October**  
Length: **15 days**

## Enduring Understanding

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Education systems around the world have similarities and differences.

## Essential Questions

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What is the importance of grammar in a foreign language?

Why do languages give nouns gender?

## New Jersey Student Learning Standards

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WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.A.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

## Student Learning Objectives

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Students will:

- Identify classroom objects in Spanish
- Apply correct definite and indefinite articles
- Apply pluralization rules
- Identify names of classes and materials needed for each class
- Discuss times each class meets
- Use the verb estar to identify various locations in a school
- Compare and contrast schooling system in American with Spanish Speaking countries.

## Instructional Activities

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- Smart board flash cards- student identify classroom objects. Fill in vocabulary list
- Flyswatter game- classroom objects
- Toca- small groups
- Pocket chart- definite and indefinite articles/ singular and plural rules
- Inquiry learning- identify names of classes based on clues
- Hold up objects and identify classes associated with each object (lupa- ciencias)
- Quien es el profesor/la profesora de: activity

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Teacher says a time and students show time on a clock

Time envelope game

Create your own schedule and your ideal schedule. Discuss with group (Discuss Spanish schooling and grading system)

Identify locations in a school vocabulary. Piccionario- locations in a school vocabulary

iPad- create scan symbols and students go on a scavenger hunt to identify locations in a school

Review the verb estar and discuss where different people are located in a school on a map.

Estar sentence strip activity

Epcot map activity with the verb estar

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## **Interdisciplinary Connections**

Math: Creation of schedules and telling time.

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## **Texts and Resources**

Smart Board matching activity

Flashcards of vocabulary phrases

Teacher created dialogue/conversation

Teacher created worksheets and activities

Beach ball game

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Informal assessment of student interaction during activities

### **Summative assessments**

Speaking rubric during question and answer activities

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

Teacher created vocabulary quiz- classroom objects

Teacher created grammar quiz- definite/indefinite articles, singular/plural rules

Teacher created vocabulary quiz- classes and school locations

Teacher created grammar quiz- verb estar

Teacher created En la escuela test

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

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# Unit #5, World Language, Navidad and Three Kings Day

Time Period: **January**

Length: **15 days**

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## Enduring Understanding

Holidays are celebrated differently in different cultures.

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## Essential Questions

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

What are Posadas?

What is Three Kings Day?

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## New Jersey Student Learning Standards

WL.7.1.NM.A.4

WL.7.1.NM.A.3

WL.7.1.NM.C.3

WL.7.1.NM.C.4

WL.7.1.NM.C.5

WL.7.1.NM.A.C.2

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

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

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

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

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

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

WL.7.1.NM.C.2

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

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## Student Learning Objectives

The students will:

Compare and contrast the cultural celebrations of Christmas with Las Posadas/Three Kings Day.

Recognize the cultural symbols associated with Las Posadas/Three Kings Day.

Demonstrate comprehension orally and in writing of cultural practices associated with Las Posadas/Three Kings Day based on children's literature.

Create an authentic cultural product associated with the celebration of Las Posadas/Three Kings Day.

Sing popular holiday songs associated with Las Posadas/Three Kings Day.

Identify practices and traditions associated with Christmas celebrations in Mexico.

Compare and contrast Christmas practices and traditions of Mexico with their own familial practices.

Identify Christmas vocabulary commonly associated with our American Christmas celebrations in Spanish.

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## Instructional Activities

Whole class discussion of how students celebrate Christmas.

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

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

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

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

Read and discuss a Christmas related story pertaining to Mexican Christmas traditions: The Legend of the Poinsettia, The Night of Las Posadas, Federico and the Magi's Gift.

Oral Discussion: Compare and contrast Christmas practices and traditions of Mexico with traditions and practices in America.

Identify and repeat Christmas vocabulary commonly associated with American and Mexican celebrations in Spanish. Bingo with Spanish Christmas vocabulary.

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## **Interdisciplinary Connections**

Social Studies: Anthropological discussion of religious beliefs and practices.

Music: Musical connection to holidays

Art: Illustration of holiday symbols

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## **Texts and Resources**

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

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

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

Templates for poinsettia or other related holiday craft.

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of comprehension of literature, vocabulary and cultural differences through oral response.

Observation of oral discussion of cultural practices and differences.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist identification of symbols associated with the holidays.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student-created cultural product.

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# Unit #6, World Language, Calendar and Weather

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

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## Enduring Understanding

Calendars and weather differ around the world.

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## Essential Questions

How does my calendar look different from calendars in other countries?

Where is it hot in January?

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## New Jersey Student Learning Standards

WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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## Student Learning Objectives

The students will:

Ask and answer questions in a whole class and small group setting regarding calendar vocabulary including the date, classes, and month.

Recall and list the days of the week, months of the year, and seasons using a song or chant.

Interpret a foreign language calendar to answer oral and written questions about yesterday, today, and tomorrow.

Demonstrate comprehension of oral and written directions by pointing to the correct day or month on a foreign language calendar.

Identify weather expressions and describe the weather.

Describe the weather in different months throughout the world orally or in writing.

Describe and compare/contrast the current weather in various parts of the world using online resources.

Create and present a 5-day weather forecast for the upcoming week for any part of the world in cooperative groups.

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## Instructional Activities

Recall vocabulary of calendar topics including days of the week, months of the year, seasons, and the concepts of today/yesterday/tomorrow through charts, calendar displays, graphs, felt boards, and other realia.

Identify weather expressions through TPR, flashcards, google images pictures, smart board matching activities, etc.

After reviewing seasonal differences in the hemispheres, have students describe the weather in different months in different areas of the world using a teacher created worksheet, a whole-class sorting activity (smart board or paper), or illustrations.



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Have students ask and answer simple questions about calendar and weather related topics in pairs/popcorn activity/round-robin, etc. such as ¿Qué día es hoy? ¿Si hoy es lunes, qué día es mañana? ¿Qué tiempo hace hoy? ¿Qué tiempo hace en México?, etc.

Review days of the week/months of the year/season songs to memorize correct order.

Visit online websites to view current conditions around the world and describe what you see using unit vocabulary in a whole-class or small group activity.

Create, illustrate, label, and present a 5-day weather forecast for the upcoming week in a city around the world as a cooperative activity.

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## **Interdisciplinary Connections**

Math: Measurement of time around the world, Reading and interpreting a chart

Geography: Season changes in different hemispheres

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## **Texts and Resources**

Authentic language calendars

Charts/lists of calendar topics

Smart Board/Google Images of weather pictures

Felt board/felt cut outs

Online resources: <http://espanol.weather.com>, <http://www.weather.com/common/welcomepage/world.html>, etc.

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of appropriate response and identification of calendar and weather topics during TPR activities and vocabulary building games.

Observation of accuracy in matching activities.

Observation of accuracy in completion of teacher-created worksheets.

Teacher observation during asking/answering of questions and discussions related to calendar and weather vocabulary.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of recognition of basic vocabulary associated with calendar and weather vocabulary.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric for creation and presentation of weather report/forecast.

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# Unit #7, World Language, Describing Myself and Others

Time Period: **February**  
Length: **45 days**

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## Enduring Understanding

Everyone's family and heritage are different.

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## Essential Questions

Who makes up a family?

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## New Jersey Student Learning Standards

WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture).
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.B.L.1.a	Respond to learned questions.

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## Student Learning Objectives

The students will:

Utilize family member vocabulary.

Identify the meaning of various descriptive adjectives in Spanish.

Identify and apply the singular forms of ser when describing themselves and others.

Apply correct adjective endings when describing themselves and others.

Identify and use plural forms of ser with plural adjective forms to describe groups of people.

Substitute proper names for pronouns in Spanish and apply appropriate verb forms.

Apply adjective and forms of the verb ser by creating a description of a picture of a singular person and a group of people.

Create sentences using both singular and plural forms of ser and correct descriptive adjective endings.

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## **Instructional Activities**

Introduce family member and descriptive adjective vocabulary through flashcards, TPR, felt boards, paper dolls, etc.

Independently cut and paste family tree worksheet explaining how all of the people are related.

Teacher models and narrates a family tree using an online example of a famous historical person or any example of a family tree and describes/asks questions about the family relationships.

TPR review of me gusta/no me gusta with basic verb/noun vocabulary (i.e. la escuela, jugar, leer, nadar, etc.).

Students bring in a picture of a family member and write a sentence describing the person, their relationship with the person, and the person's likes/dislikes.

Students create, label, and present their own family trees.

Introduce and practice a family song such as Tengo una Familia Grande, from "Sing, Dance, Laugh, and Eat Tacos."

Smart Board matching activities and games to practice gender agreement.

Students complete an individual or cooperative activity in which they read or listen to a description of a person and illustrate what they read/hear.

TPR adjective vocabulary.

Piccionario to practice adjective vocabulary.

TPR adjective vocabulary in small groups.

Charades to practice adjective vocabulary.

Adjectives board game to identify and practice adjective vocabulary.

¿Quién Soy Yo? Activity.

Singular forms of Ser sentences activity describing other people in the class.

¿Quién Es? (Guess Who?) board game.

Plural ser sentences with adjective endings as a whole class.

Venn diagram for nosotros form comparing themselves and another student, and using the yo, el/ella, and nosotros form.

Grammar worksheets to apply ser and adjective endings.

Magnetic poetry activity.

Meet my friend activity: Students select a picture of one person and a group of people and describe them in writing. Pictures are put into a powerpoint slide and given as a whole class presentation.

Dry erase board pronoun replacement practice- teacher holds up proper names and students write the pronoun that would replace each person.

Ser powerpoint game on smartboard.

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## **Interdisciplinary Connections**

Social Studies: Genealogy, Diagram/chart reading, Description of family structure within various cultures

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## **Texts and Resources**

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Teacher created smart board games and activities for gender agreement

Online family tree resources: (Charles II of Spain) [http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos\\_segundo80.png](http://www.genomesunzipped.org/wp-content/uploads/2011/04/Carlos_segundo80.png), (Simpson's) <http://spanishplans.files.wordpress.com/2011/10/simpsonfamilyspanish.jpg>, (Juan Carlos of Spain) [http://www.proprofs.com/quiz-school/user\\_upload/ckeditor/32867735.jpg](http://www.proprofs.com/quiz-school/user_upload/ckeditor/32867735.jpg)

CD of Sing, Dance, Laugh, and Eat Tacos (Vol. 1 and 2) or other family vocabulary song download

Flashcards/google images/felt board images of unit vocabulary

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## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of appropriate response and identification of family vocabulary during TPR and family tree reading activities.

Observation of accuracy in smart board gender matching activities.

Observation of accuracy in completion of teacher-created worksheets.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of recognition of basic vocabulary associated with family member vocabulary.

Teacher observation during asking/answering of questions and discussions related to family member vocabulary.

### **Benchmark assessments**

Teacher created standards-based assessment

Collected worksheets

Ser test

### **Alternative assessments**

Poster, project, skit

Graded venn diagram

Magnetic poetry graded assignment

Picture description

Rubric assessment of family tree project and presentation

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# Unit #8, World Language, Cinco de Mayo

Time Period: **May**  
Length: **10 days**

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## Enduring Understanding

Language and cultural are connected and inseparable.

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## Essential Questions

What is Cinco de Mayo?

How and why is it celebrated?

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## New Jersey Student Learning Standards

WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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## Student Learning Objectives

The students will:

Identify Mexico and the town of Puebla on a world map.

Distinguish between Cinco de Mayo and Mexican Independence Day.

Recognize the historical events associated with Cinco de Mayo.

Demonstrate comprehension orally and in writing of cultural practices associated with Cinco de Mayo based on children's literature.

Create an authentic cultural product associated with the celebration of Cinco de Mayo.

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## Instructional Activities

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

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

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

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

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## **Interdisciplinary Connections**

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

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

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## **Texts and Resources**

Children's literature: Cinco de Mayo

Digital Download of Mariachi music

Google images of traditional clothing and celebrations of Cinco de Mayo

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of comprehension of literature, vocabulary and cultural differences through oral response.

Observation of oral discussion of cultural practices and differences.

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

### **Summative assessments**

Speaking rubric during question and answer activities

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

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric evaluation of student-created cultural product.

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# Unit #9, World Language, Body and Health

Time Period: **April**  
Length: **10 days**

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## Enduring Understanding

Awareness of self and proper vocabulary is essential when speaking to a medical professional.

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## Essential Questions

How do I talk about and describe my body and what pains me?

How can my body help me play different games?

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## New Jersey Student Learning Standards

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

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## Student Learning Objectives

The students will:

Identify basic parts of the body and social activities.

Label parts of the body on a diagram.

Use the phrase me duele/n with a body part to express minor health concerns.

Ask and answer questions related to parts of the body and health concerns.

Role play/dramatize a doctor's office visit unit unit vocabulary.

Memorize and recite songs/chants related to parts of the body such as "Dolor de Cabeza".

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## Instructional Activities

Identify parts of the body and social activities through TPR/flashcards/bingo/realia, Mr. Potato Head, Sr. Cabeza, etc.

Introduce grammar concept of me duele/n with the song "Dolor de Cabeza" or other appropriate method. Students take turn asking and answering basic health questions.

Whole class and small group game of Simon Dice.

Vocabulary building activities and games such as labeling diagrams, TPR directives, small group games such as Operation, etc.

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Students practice and perform a teacher created dialogue or conversation role-play a visit to a medical office.

## **Interdisciplinary Connections**

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Social Studies: World connection of basic needs through expressing minor health concerns

Health: Discussion of body parts and illnesses

## **Texts and Resources**

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Google images/ flashcards/ posters/ fake of parts of body

CD of "Sing, Dance, and Eat Tacos" (Vol. 1 and 2)

Teacher created matching and labeling worksheets and activities

Teacher created dialogue/conversation for role-play

Other authentic games/activities (Operation, Mr. Potato Head, etc.)

## **Assessment**

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### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Appropriate response and identification of body part and social activity vocabulary during TPR activities.

Observation of accuracy in completion of teacher created worksheets.

Teacher observation during asking/answering of questions and discussions related to body parts, health conditions, and social activities.

Anecdotal notes of accuracy of grammar structure me duele/n in conversation or writing.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of recognition of basic vocabulary associated with body parts and social activities.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit

Rubric for performance on medical office visit.



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# Unit 10, World Language, Time and Schedules

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

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## Enduring Understanding

Numbers and counting patterns are a universal language.

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## Essential Questions

How do I state the time in a different language?

How do I count in a different language?

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## New Jersey Student Learning Standards

WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.B.L.1.a	Respond to learned questions.

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## Student Learning Objectives

The students will:

Identify and use numbers to 100.

Utilize numbers to 100 to ask/answer questions about phone numbers.

Accurately ask for and state the time when asked.

Tell time in quarter and half past increments.

Accurately use es la/son las.

Recognize the use of the 24 hour/military clock in other countries.

Recite a song/chant/skit related to time and numbers.

Identify class/subject vocabulary

Discuss class times of their daily schedule.

Discuss times of various authentic cultural events.

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## Instructional Activities

Identify counting patterns of numbers 1-100.

Identify patterns for telling time using a large teaching clock or other materials.

Introduce and memorize numbers, time rhyme, or song.

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Vocabulary practice games and activities using a ball toss with counting patterns, numbers bingo, telling time bingo, dry erase boards in a whole class or small group setting.

Students practice telling time on individual mini-clocks by showing the time they hear or see.

Ask and answer the question ¿Cuál es tu número de teléfono? in popcorn or ball toss activity.

Ask and answer the question ¿Qué hora es? or ¿A qué hora es...? in partner or whole-class activity.

Toca- various numbers from 1-29 will be displayed on the board. Students will be divided into 2 teams and given a flyswatter. The teacher will call a number and a student from each team will compete to be the first person to slap the correct numeral on the board.

Numbers Bingo- Students will work in small groups and take turns calling numbers from 1-39.

Ball Toss- Students toss a beach ball around the room and quickly say the next number in order from 0-39.

Identify class/subject names based on cognates. Create your schedule in Spanish.

Communicative activity- Discuss class times of your daily schedule.

Discuss movie times for a local movie theater in Argentina.

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## **Interdisciplinary Connections**

Math: Creation of schedules

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## **Texts and Resources**

Time rhyme (A la una, miro la luna. A las dos, miro el reloj. A las tres, no me ves. A las cuatro, miro el sapo. A las cinco, pego un brinco. A las seis, tarde es. A las siete, sale un cohete. A las ocho, como un bizcocho. A las nueve, voy a la nieve. A las diez, comienzo otra vez.)

Large teaching clock

Student mini-clocks

Numbers/time posters or charts

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## **Assessment**

### **Formative assessments**

Checklist for accurate identification of objects

Teacher created matching worksheet and activities

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

Accuracy of student writing, illustrations and matching sheets/games

Comprehension of literature and vocabulary through oral response

Observation of appropriate response and identification of numbers and telling time during TPR activities and vocabulary building games.

Observation of accuracy in mini-clock or dry erase board activities.

Observation of accuracy in completion of teacher created worksheets.

Teacher observation during asking/answering of questions and discussions related to numbers and time vocabulary.

### **Summative assessments**

Speaking rubric during question and answer activities

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

Checklist of recognition of basic vocabulary associated with numbers and time vocabulary.

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Poster, project, skit