

**MADISON PUBLIC SCHOOL DISTRICT
ELEMENTARY WORLD LANGUAGE
Grades K-2**

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I. OVERVIEW

Madison's Foreign Language in the Elementary School (FLES) Program in Spanish begins in kindergarten and continues through fifth grade. In grades K-2, instruction is provided by the classroom teacher. **Students receive a minimum of one, 30 minute cultural/language lesson per month.** In addition to teaching culture through the language, each year the program will select one country to examine throughout the year on all grade levels.

II. RATIONALE

Brain-based research demonstrates and experience supports the fact that children attain superior proficiency in a second language through early and continual language experiences and instruction.

In 2009, the New Jersey Department of Education established a single Core Curriculum Content Standard for World Languages: **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.

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally to communicate successfully in a pluralistic American society and abroad.

III. STUDENT OUTCOMES (Link to New Jersey Core Curriculum Standards)

Content at this level often includes some combination of the following topics:

- ✓ *The self: family, friends, home, rooms, health, school, community, leisure activities, likes and dislikes, clothes, and pets and animals*
- ✓ *Beyond self: geography, weather and seasons, symbols, cultural and historical figures, colors, numbers, days, dates, months, time, food and customs..*

Novice-Mid Learner Range regarding Communication:

7.1 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.*
- 2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture.*
- 3. Identify familiar people, places, and objects based on oral and/or simple written descriptions.*
- 4. Comprehend brief oral exchanges on familiar topics.*
 - a. Grade level appropriate health topics (e.g., wellness, feelings and emotions)*
 - b. 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.*

- a. *Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label, or locate)*
- 6. *Grade level appropriate health topics (e.g., nutrition and food groups)*
- 7. *Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.*
 - a. *Recognition of key words*
 - b. *Main idea*

7.1 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.*
- 2. *Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions.*
- 3. *Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.*
- 4. *Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.*
 - a. *Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions, and monuments)*
 - b. *Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)*
 - c. *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 C. Presentational Mode (spoken or written communication for an audience)

- 1. *Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.*
- 2. *Copy/write words, phrases, or simple guided texts on familiar topics.*
 - a. *Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)*
 - b. *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.*
 - a. *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.*
 - a. *Grade level appropriate visual and performing arts activities (e.g., song, dance, and drama of the target culture)*
 - b. *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)*

Other NJ Standards Covered Throughout the Year via World Language Instruction:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- CRP1. Act as a responsible and contributing citizen and employee
- CRP4. Communicate clearly and effectively and with reason.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work
- 8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants
- 8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

IV. STRATEGIES

Classroom strategies will include:

- Total Physical Response (TPR)
- Read Aloud
- Visual Materials (posters, props, worksheets, puzzles, etc.)
- Videos
- Music
- Modeling

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Suggested Activities (Kindergarten):

- Mexican Folk Tale
- Flags of Spanish-speaking countries and their colors
- Paired activities with colors
- Diez Deditos song
- Diez Amigos Song
- Dance the Macarena
- Froggy Se Viste By Jonathan London
- Mis Cinco Sentidos By Aliki
- Songs
- Charades
- Create your own flash cards

Suggested Activities (First Grade):

- Tale of Rabbit and Coyote By Tony Johnston
- Flashcard Activities
- Various names for objects in different Spanish speaking countries
- Me duele la cabeza (song)
- Abuela By Arthur Dorros
- School customs in Spanish-speaking countries
- Mañana Iguana By Ana Whitford Paul
- Describe themselves and their families (basic characteristics)
- Use target country to discuss animals, for example, the Puerto Rican Rainforest animals.
- The students sing “Los Elefantes” putting a colored elefante on the spider web. Count the elephants of each color after singing.

Suggested Activities (Second Grade):

- Money of target culture
- Cinco de Mayo
- Counting on fingers in a culturally correct way
- Holidays
- Eight Animals Play Ball by Susan Middleton Elya
- Sigan el mandato TPR (follow the command i.e. Simon Says)
- Label the classroom
- Discuss the various ways to say some body parts in different Spanish-speaking countries
- Las Hormiguitas (song and poem) by José Luis Orozco
- José Luis Orozco DVD with Spanish alphabet.

V. EVALUATION**Formative Assessment:**

- Observation of speaking and modeling in the target language
- Creating projects from templates pertaining to book read or material covered
- Active participation in TPR activities
- Worksheets, puzzles

Summative Assessment: Quarterly projects to be graded on a rubric

Alternative Assessment: Students will have choice as to whether their project is a presentation or a physical demonstration of acquired knowledge like a poster.

Benchmark Assessments: Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.

VI. Materials and Resources

There is no textbook for this course. All materials are teacher created and based on the above themes and activities. Resources may include YouTube, and other online language resources