

Saddle River School District

K-5

World Language

Created/BOE Adopted August 2024

K-5

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Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects and encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

K World Language Course Description

Course Description: The Kindergarten World Language Spanish Curriculum includes seven units of study: Numbers, Greetings, Feelings, Colors, Shapes/Patterns, Cognates and Days of the Week. Students will be fully immersed in the target language and will engage in activities and situations that will foster communication in the areas of listening and speaking. Students at this level will continue to be exposed to literacy and phonics skills that will help set the foundation for reading and writing in the target language. By the end of Kindergarten, the goal is for students to attain a level of Novice Low. Students at this level will be able to repeat and recognize words and phrases, greet others, state their name, name a few objects around them as well as answer yes and no questions.

K World Language Course Proficiencies

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify a few memorized and practiced words (7.1.NL.IPRET.1; 7.1.NL.IPERS.1)
2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests. (7.1.NL.IPRET.2)
3. Recognize a few common gestures associated with the target culture(s).
(7.1.NL.IPRET.3)
4. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. (7.1.NL.IPERS.3)
5. Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
(7.1.NL.PRSNT.1)
6. Greet others in the target language. (7.1.NL.PRSNT.3)

1st World Language Course Description

Course Description: The first grade World Language Spanish Curriculum includes eight units of study: Animals, Parts of the Body, Greetings, Numbers and Age, Family, Weather, Preferences and Feelings, Classroom Objects and Days of the Week/Date. First grade students will be fully immersed in the target language and will engage in activities and situations that will foster communication in the areas of listening, speaking, reading and writing. Students at this level will continue to be exposed to literacy and phonics skills that will help set the foundation for reading and writing in the target language. By the end of first grade, the goal is for students to attain a level of Novice Low. Students at this level will be able to repeat and recognize words and phrases, greet others, state their name, name objects around them as well as answer yes and no questions.

1st World Language Course Proficiencies

Course Proficiencies: The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify a few memorized and practiced words (7.1.NL.IPRET.1; 7.1.NL.IPERS.1)
2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests. (7.1.NL.IPRET.2)
3. Recognize a few common gestures associated with the target culture(s). (7.1.NL.IPRET.3)
4. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. (7.1.NL.IPERS.3)
5. Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. (7.1.NL.PRSNT.1)
6. Greet others in the target language. (7.1.NL.PRSNT.3)
7. React to a few procedural instructions, directions, and commands in classroom situations. (7.1.NL.IPERS.4)
8. Recognize a few memorized words related to weather and climate in the target culture and in students' own cultures in highly contextualized oral texts. (7.1.NL.IPRET.4)

2nd World Language Course Description

Course Description: The second grade World Language Spanish Curriculum includes seven units of study: Countries, Numbers, Family, Clothing, Body Parts, Days of the Week and associated vocabulary and produce. Second grade students will be fully immersed in the target language and will engage in activities and situations that will foster communication in the areas of listening, speaking, reading and writing. Students at this level will continue to be exposed to literacy and phonics skills that will help set the foundation for reading and writing in the target language. By the end of second grade, the goal is for students to attain a level of Novice Low. Students at this level will be able to repeat, recognize and recall words and phrases, greet others, state their name, ask and answer simple questions, and name objects around them.

2nd World Language Course Proficiencies

Course Proficiencies: The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify a few memorized and practiced words (7.1.NL.IPRET.1; 7.1.NL.IPERS.1)
2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests. (7.1.NL.IPRET.2)
3. Recognize a few common gestures associated with the target culture(s).
(7.1.NL.IPRET.3)
4. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. (7.1.NL.IPERS.3)
5. Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
(7.1.NL.PRSNT.1)
6. Greet others in the target language. (7.1.NL.PRSNT.3)
7. React to a few procedural instructions, directions, and commands in classroom situations.
(7.1.NL.IPERS.4)

3rd World Language Course Description

Course Description: The third grade World Language Spanish Curriculum includes seven units of study: Geography, Family, Months & Seasons, Numbers, Descriptive Adjectives, Food, Name & Age. Third grade students will be fully immersed in the target language and will engage in activities and situations that will foster communicative competence in the areas of listening, speaking, reading and writing. Students at this level will continue to be exposed to literacy and phonics skills that will help set the foundation for reading and writing in the target language. By the end of third grade, the goal is for students to attain a level of Novice Low in speaking, reading and writing and Novice Mid in interpretive listening and interpersonal communication. Students at this level will begin to communicate more independently at the word level and identify and recognize memorized words and phrases.

3rd World Language Course Proficiencies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. (7.1.NM.IPRET.1; 7.1.NM.IPRET.2)
2. Identify familiar people, places, objects in daily life based on simple oral and written descriptions. (7.1.NM.IPRET.3)
3. Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. (7.1.NM.IPERS.1)
4. Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. (7.1.NM.IPERS.3)
5. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. (7.1.NM.IPERS.4)
6. Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. (7.1.NM.IPERS.5)
7. Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. (7.1.NM.PRSNT.1)
8. State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. (7.1.NM.PRSNT.2)
9. Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.PRSNT.4)
10. Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.PRSNT.5)

4th World Language Course Description

Course Description:

The fourth grade World Language Spanish Curriculum includes four units of study: Countries, Descriptive Adjectives, Weather, Seasons, Clothing and Numbers. Students at this level are confident engaging in scenarios in the target language that are improving their communicative competence in the areas of listening, speaking, reading, and writing. By the end of fourth grade, the goal is for students to attain a level of proficiency of Novice Mid in all modes and skills in the areas of interpretive listening and reading, interpersonal communication, and presentational speaking and writing. Students will be able to compare the language and culture with their own, deepen their understanding of the perspectives of other cultures, all while improving their ability to engage in meaningful conversations.

4th World Language Course Proficiencies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. (7.1.NM.IPRET.1; 7.1.NM.IPRET.2)
2. Identify familiar people, places, objects in daily life based on simple oral and written descriptions. (7.1.NM.IPRET.3)
3. Report on the content of short messages that they hear, view, and read. (7.1.NM.IPRET.4)
4. Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. (7.1.NM.IPERS.1)
5. Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. (7.1.NM.IPERS.2)
6. Express one's own basic preferences, needs, and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. (7.1.NM.IPERS.3; 7.1.NM.PRSNT.2)
7. Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. (7.1.NM.IPERS.4)
8. Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. (7.1.NM.IPERS.5)
9. Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. (7.1.NM.PRSNT.1)
10. Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.PRSNT.4)

5th World Language Course Description

Course Description:

The fifth grade World Language Spanish Curriculum includes four units of study: My Community, International Communities, School Subjects, and All About Me content review from K-4. Through engaging scenarios, authentic materials and access to technology, students will further strengthen their communicative competency in the core areas of listening, speaking, reading, and writing in the target language. By the end of fifth grade, the goal is for students to attain a level of proficiency of Novice Mid in interpretive reading, and presentational speaking and writing, and a level of Novice High in interpretive listening and interpersonal communication. Moving from a proficiency level of Novice Mid to Novice High demonstrates an appropriate progression in understanding and communicating at the word level to understanding and communicating at the sentence level by using strings of words, lists, and simple sentences when speaking.

5th World Language Course Proficiencies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement.

The learner will demonstrate the ability to:

1. Identify and investigate some typical products related to everyday life in the target culture(s) and in their own culture. (7.1.NH.IPRET.1; 7.1.NH.IPRET.2; 7.1.NH.IPRET.4)
2. Infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society. (7.1.NH.IPRET.6)
3. Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. (7.1.NM.IPRET.1; 7.1.NM.IPRET.2)
4. Express one's own basic preferences, needs, and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. (7.1.NM.IPERS.3; 7.1.NM.PRSNT.2)
5. Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. (7.1.NH.IPERS.1)
6. Ask and respond to questions on practiced topics and on information from other subjects. (7.1.NH.IPERS.2)
7. Make requests and express preferences in classroom settings and in various social situations. (7.1.NH.IPERS.3)
8. Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. (7.1.NH.IPERS.4)
9. Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. (7.1.NH.IPERS.6)
10. Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.PRSNT.4)

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World Language Assessments

1. Teacher observation and anecdotal notes
2. Classroom discussion and participation
3. Oral speaking and presentation
4. Partner speaking and group conversations
5. Projects and quizzes

NJDOE Resources/Links

[World Languages \(nj.gov\)](#)