



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	World Language Elementary					
Grade Level(s):	Grade 1					
Duration:	<i>Full Year:</i>		<i>Semester:</i>	x	<i>Marking Period:</i>	
Course Description:	<p>The K-5 World Language program prioritizes student engagement and aims to build student proficiency across interpretive, interpersonal, and presentational modes of communication while systematically enhancing listening, reading, writing, and speaking skills. A big focus is to enable students to communicate orally in the target language to convey messages and comprehend language via the three modes of communication. As students progress, they broaden their understanding of diverse cultures, fuse language acquisition with other academic disciplines, and compare their culture to others.</p> <p>This course will use thematic instruction based on the following themes: All About Me: Introducing Myself, I like to eat!, and Rainforest.</p>					
Grading Procedures:	<p>This course aims to demonstrate proficiency on the ACTFL scale and move along the continuum from the Novice-Low to the Novice-Mid level in speaking, reading, writing, and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. The grading practices follow the WTPS grading policy. Benchmark assessments are used to ensure students' progress. Students will receive a scaled participation and comprehension grade on report cards.</p>					
Primary Resources:	Risas y Sonrisas SpanishforKids.com					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st-century skills for College and Career Readiness in a global society

NJ World Language Mission: Studying another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:

- Communicates in more than one language, with the levels of language proficiency required to function in various occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- It values language learning as global literacy and its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

WTPS WL Goal: By the time students reach their senior year, they will pass the Seal of Biliteracy.

Designed by	Argelia Blazer
Under the Direction of	Meike Kirk

Written: _____ Revised: _____ BOE Approval: _____

Unit 1: All About Me: Introducing Myself

Unit Description: This unit will help students meet curriculum standards related to language acquisition, specifically focusing on the ability to communicate personal information and express emotions in Spanish. Through a variety of engaging and interactive activities, students will learn to introduce themselves, talk about their families, and describe their feelings in the target language.

The unit is designed to align with 21st-century skills, including effective communication, cultural awareness, and interpersonal skills. By incorporating lessons on cultural nuances and practices related to introductions and family life in Spanish-speaking countries, students will develop an appreciation for diversity and enhance their global understanding.

Unit Duration: $\frac{1}{3}$ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

K-2

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

NJ World Language Student Learning Standards

Interpretive Mode of Communication: *Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

K-2

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication: *Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.*

K-2

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

K-2

7.1.NL.PRSNT.1: 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.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:

I can recall and use basic personal information vocabulary in Spanish, including names, and ages.

I can ask and answer the question “Como estas?” to tell how I am feeling or know how another person is feeling.

I can identify and express key emotions using appropriate Spanish vocabulary (e.g., happy, sad, excited).

I can construct simple sentences to describe family members, including their names, relationships, and some characteristics.

I can recognize the significance of family in various cultures, and how language reflects cultural values and relationships.

Essential Questions:

How can I introduce myself in Spanish?

What words and phrases can we use to say my name and greet others?

What vocabulary do I need to express my feelings and emotions in Spanish?

How can we use our tone of voice and facial expressions to show how we feel?

How do I describe my family members and their relationships in Spanish?

How are families in Spanish-speaking countries the same as in the US?

How can we use language to introduce ourselves and make new friends?

Assessment Evidence**Performance Tasks:**

Introduce yourself using basic Spanish vocabulary and maintain clear pronunciation.

Act out different feelings (e.g., happy, sad, excited) while classmates guess the emotion in Spanish.

Create a picture of your family and write simple sentences in Spanish describing each family member (e.g., "Este es mi hermano").

Take turns greeting each other and sharing basic personal information in Spanish.

Within the classroom, read a picture book about family life in Spanish-speaking countries. Recognize any cultural traditions mentioned in the book.

Other Evidence:

Make personalized introduction videos, allowing practice and feedback on pronunciation.

Create a short story or skit incorporating their families and emotions, using the Spanish vocabulary and sentence structures learned.

Identify family members by saying the correct name of the family member.

Use TPR to represent each family member.

Match pictures of emotions to vocabulary terms.

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Pair up to practice introductions, sharing their names, ages, and one hobby or interest. Using flashcards, students will engage in interactive games that match emotions to their Spanish vocabulary terms. This activity reinforces vocabulary through active participation and repetition.
- Conduct structured interviews with classmates about their families using a set of prepared questions in Spanish.
- Create and draw a short story or skit incorporating their families and emotions, using the Spanish vocabulary and sentence structures learned.
- Read a picture book about family life in a Spanish-speaking country. Discuss the story with students and highlight any cultural traditions mentioned in the book.
- Watch a short video of a family celebration (e.g., a birthday party or holiday) from a Spanish-speaking country. After watching, ask students what they noticed about the celebration and compare it to their experiences.
- Have students draw a picture of their family and label each member using the Spanish vocabulary they learned. Provide worksheets with spaces for drawing and lines for writing the family member names.
- Use puppets or dolls to act out a typical family scene, such as a meal or a celebration. Encourage students to participate by speaking the names of the family members and describing what they are doing in Spanish.
- Create your own “Altar del día de los muertos”
- Play traditional music from a Spanish-speaking country and have a mini dance party. Teach students a simple dance or clapping game that is common in that culture.
- Watch short clips about “El día de los muertos”

Resources:

- The book “El día de los muertos” by Carmen Gonzales
- Flashcards featuring emotions in Spanish (e.g., feliz, triste, emocionado) to build vocabulary knowledge
- Recording devices or apps to create an introduction video, allowing practice and feedback on pronunciation.
- Structured worksheets will guide students with prompts and questions to effectively practice family vocabulary.
- Presentation materials for cultural comparisons: Visual aids (e.g., posters, slides) will support students' presentations on family dynamics in Spanish-speaking countries, enhancing understanding and language use.
- Google presentations to introduce the new vocabulary

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI) Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA)

Visual and Performing Arts: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-VPA.pdf>

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Through SEL, students can take personal ownership and responsibility for their learning and decisions.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

For NJSL-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

• Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgments and decisions by analyzing evidence, claims, and points of view, then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem-solving involves generating and executing a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity, and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on creating and communicating knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency required to function in various occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Unit Modifications for Special Population Students

Advanced Learners	Gifted and Talented Resources <ul style="list-style-type: none"> • Introduce and practice more complex words and phrases. • Explore cultural topics in greater detail and share findings. • Let them help teach certain language aspects to peers. • Offer tasks with varying difficulty levels. • Use advanced language games that require higher-level thinking. • Use audio clips or videos with more complex language.
Struggling Learners	<ul style="list-style-type: none"> • Use shorter, simpler texts with clear, basic vocabulary. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Break down tasks and instructions into smaller, manageable steps. • Allow additional time for completing assignments and assessments. • Regularly check in to monitor progress and offer additional support as needed. • Pair them with more advanced peers for help and collaboration. • Provide students with a list of specific words and phrases you want them to know. • Use of TPRS. • Offer frequent positive reinforcement to build confidence and motivation.
Multilingual Learners	ML Resources <ul style="list-style-type: none"> • Provide instructions and explanations using simple, clear language. • Offer bilingual dictionaries or translation tools to help with new vocabulary. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Repeat key concepts frequently and provide plenty of practice opportunities. • Use sentence starters or frames to help with speaking and writing. • Explain cultural references and contexts clearly to aid comprehension. • Give shorter, more manageable instructions and break tasks into smaller parts. • Regularly check in to assess understanding and provide additional support. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc., and their definitions and how they differ from the material in the textbook. • Use charts, maps, and diagrams to organize information visually. • Use of TPRS. • Offer frequent positive reinforcement to build confidence and motivation.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> • Use simplified texts or adapted materials that match their reading level. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Allow extra time for tasks and provide breaks as needed to reduce fatigue and frustration. • Tailor instruction to meet individual needs, using one-on-one or small group settings when necessary. • Utilize technology such as text-to-speech software, speech recognition tools, or communication devices to support learning. • Give clear, step-by-step instructions and check for understanding frequently. • Use alternative assessment methods, such as oral presentations or project-based assessments, to accommodate different abilities. • Establish and maintain consistent routines to help students feel secure and understand expectations. • Break down tasks and instructions into smaller, manageable steps. • Use all modifications outlined in the IEP. • Allow for creative spelling. • Incorporate auditory, visual, and kinesthetic learning activities to engage multiple senses.

Unit 2: I like to eat!

Unit Description: In this unit, students will embark on a delicious journey to discover and learn the names of various foods in Spanish. Through interactive activities, songs, and hands-on experiences, students will explore traditional foods from Spanish-speaking countries and understand their cultural significance. By the end of this unit, students will have expanded their Spanish vocabulary related to food and developed a deeper appreciation for the language as it connects to their everyday experiences with food.

Unit Duration: $\frac{1}{3}$ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

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The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

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Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

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7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

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Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

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7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:

I can identify and name various foods (e.g., cereal, eggs, pancakes, etc.) and different types of fruits (e.g., apples, bananas, oranges).

I can discuss what food I like and what food I don't like in Spanish.

I can recognize traditional foods associated with cultural celebrations in Spanish-speaking countries, such as tamales during Christmas in Mexico or turrón during Spanish holidays.

I can recognize and name nutritious food items in Spanish.

I can express preferences and creativity through art activities, like drawing the ideal meal or creating a fruit-themed collage.

Essential Questions:

How can I describe my favorite food using words and sentences in Spanish?

What words do we use to talk about foods and fruits in Spanish?

What strategies can I use to remember the names of new foods and fruits?

What types of traditional foods are found in Spanish-speaking countries?

What strategies can I use to remember the names of new foods and fruits?

Assessment Evidence

Performance Tasks:

Sort pictures of fruits and breakfast foods into two categories. Once sorted, each group can share their categories with the class, practicing saying the names of the foods in Spanish.

Draw your favorite healthy meal on paper, including at least one fruit. Label it in Spanish, such as "Yogur" for yogurt or "Manzana" for apple.

Using pictures or plastic food, identify and say the vocabulary by playing the "Que falta" (What's Missing?) game.

Play bingo to recognize the vocabulary. The game features cards featuring pictures of breakfast foods and fruits.

Other Evidence:

Participate in a fruit-tasting discussion using the "Me gusta o no me gusta" phrase.

Participate during group discussions and interactive tasks (like the "Que falta?" game).

Select a vocabulary card and present it to the class, explaining what it is in Spanish.

Complete the "All About My Favorite Fruit" worksheet to fill in the correct words in Spanish.

Draw what you hear. Example Passage: "Me gusta el pan y las fresas."

Participate in a "Food Preference Survey." Students will survey classmates about their food preferences using a simple chart, asking questions like "¿Te gusta...?"

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Draw or paste pictures of breakfast foods and fruits onto flashcards. The students practice saying the names in Spanish.
- They can taste different foods and practice saying their names in Spanish. They can also sort foods into categories and label them.
- Play Bingo using Spanish food names. Students listen to the food names and mark them on their cards.
- Sing-along sessions: "La Canción de las Frutas" or "Desayuno Alegre." Incorporate hand motions and dances.
- Using Spanish names, sort the items into categories, such as fruits and breakfast foods.
- Take turns being customers and servers, using simple phrases to order and serve food in Spanish.
- Storytime: Spanish storybooks about food, such as "La Oruga Muy Hambrienta" (The Very Hungry Caterpillar). Read the story together, discuss the different foods, and practice saying their names in Spanish.
- Create mini-books by drawing their favorite foods and writing the Spanish names with help from the teacher. Cut out pictures of foods and create a collage, labeling each food item in Spanish.
- Play a memory game by matching pictures of foods with their Spanish terms.
- Participate in interactive activities where they match pictures of foods with the correct Spanish names on the whiteboard.
- Go on a scavenger hunt to find pictures of foods. When they find a picture, they say the food's name in Spanish and place it on a matching chart.
- Count the number of different foods in Spanish and place them on a counting mat.

Resources:

- "La comida de la abuela" by Wendy Williams – A Spanish book that discusses traditional foods and family meals.
- "¿Qué hay en la nevera?" by Nadia Harb – A fun book about food and cooking that can help with vocabulary.
- "Los alimentos" (The Foods) by Patty Shukla – A song that teaches about different foods in Spanish.
- "La canción de los alimentos" <https://www.youtube.com/watch?v=vhpm77VljhQ>
- "¿Qué comemos hoy?" <https://www.youtube.com/watch?v=UKX-ElxzL0w>
- "La nina que no quiere comer verduras" https://www.youtube.com/watch?v=1_mKLRtdigQ
- Spanish Playground (spanishplayground.net)
- Super Simple Spanish (supersimple.com)
- Rockalingua (rockalingua.com) – Features Spanish songs and games about food and other topics.
- "Too Many Tamales" by Gary Soto
- "Funky Chicken Enchiladas"

Interdisciplinary Connections

Indicators:

[FLA / WL Alignment](#)

Comprehensive & Physical Education: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Science: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-Science.pdf>

Social Studies: <https://www.nj.gov/education/cccs/2020/2020%20NJSL-SS.pdf>

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*Adopted by the New Jersey State Board of Education in August 2017

Integration of 21st Century Skills

Indicators:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Focus on standards 9.1, 9.2 and 9.4

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By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
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- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions and incorporate them into their daily routines.
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Vision: An education in world languages fosters a population that:

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Unit Modifications for Special Population Students

Advanced Learners	Gifted and Talented Resources <ul style="list-style-type: none"> • Introduce and practice more complex words and phrases. • Explore cultural topics in greater detail and share findings. • Let them help teach certain language aspects to peers. • Offer tasks with varying difficulty levels. • Use advanced language games that require higher-level thinking. • Use audio clips or videos with more complex language.
Struggling Learners	<ul style="list-style-type: none"> • Use shorter, simpler texts with clear, basic vocabulary. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Break down tasks and instructions into smaller, manageable steps. • Allow additional time for completing assignments and assessments. • Regularly check in to monitor progress and offer additional support as needed. • Pair them with more advanced peers for help and collaboration. • Provide students with a list of specific words and phrases you want them to know. • Use of TPRS. • Offer frequent positive reinforcement to build confidence and motivation.
Multilingual Learners	ML Resources <ul style="list-style-type: none"> • Provide instructions and explanations using simple, clear language. • Offer bilingual dictionaries or translation tools to help with new vocabulary. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Repeat key concepts frequently and provide plenty of practice opportunities. • Use sentence starters or frames to help with speaking and writing. • Explain cultural references and contexts clearly to aid comprehension. • Give shorter, more manageable instructions and break tasks into smaller parts. • Regularly check in to assess understanding and provide additional support. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc., and their definitions and how they differ from the material in the textbook. • Use charts, maps, and diagrams to organize information visually. • Use of TPRS. • Offer frequent positive reinforcement to build confidence and motivation.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> • Use simplified texts or adapted materials that match their reading level. • Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. • Allow extra time for tasks and provide breaks as needed to reduce fatigue and frustration. • Tailor instruction to meet individual needs, using one-on-one or small group settings when necessary. • Utilize technology such as text-to-speech software, speech recognition tools, or communication devices to support learning. • Give clear, step-by-step instructions and check for understanding frequently. • Use alternative assessment methods, such as oral presentations or project-based assessments, to accommodate different abilities. • Establish and maintain consistent routines to help students feel secure and understand expectations. • Break down tasks and instructions into smaller, manageable steps. • Use all modifications outlined in the IEP. • Allow for creative spelling. • Incorporate auditory, visual, and kinesthetic learning activities to engage multiple senses.

Unit 3: Rainforest

Unit Description: Students will explore and understand the diverse animal life and weather of the rainforest in Puerto Rico. They will develop basic Spanish vocabulary related to rainforest animals and weather and will compare and contrast rainforest weather with other climates.

Unit Duration: ⅓ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

K-2

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

NJ World Language Student Learning Standards

Interpretive Mode of Communication: *Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

K-2

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication: *Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.*

K-2

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

K-2

7.1.NL.PRSNT.1: 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.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:

I can identify and describe various animals that inhabit the rainforest of Costa Rica.

I can recognize basic weather expressions.

I can use essential Spanish terms related to rainforest animals and weather.

I can understand that rainforests are characterized by high temperatures, frequent rainfall, and a dense canopy of trees. These conditions create a unique habitat for various plants and animals.

I can recognize why rainforests are vital for the planet.

Essential Questions:

What are the various weather patterns found in the Costa Rican rainforest?

What are the animals from the rainforest?

What makes the rainforest environment unique compared to other types of environments?

How can we use Spanish to talk about rainforest animals and weather?

Why is it important to learn about the rainforest and its animals?

Assessment Evidence

Performance Tasks:

Choose an animal from the rainforest and demonstrate its movement (e.g., slither like a snake, hop like a frog). Other students will guess the animal in Spanish.

Use construction paper and art supplies to create your rainforest scene, including animals and weather elements.

Choose a prop (like an umbrella or a sun hat) and describe the weather using the vocabulary learned.

Identify the animals in Spanish based on what they hear.

Learn a dance from Costa Rica.

Create a simple fact sheet or poster that includes a drawing, its name in Spanish, and interesting facts. Each student presents their findings to the class.

Other Evidence:

Play picture cards of rainforest animals and their names in Spanish to reinforce their vocabulary recognition.

Contribute a sentence or two to create a group story about an adventure in the rainforest. Prompt to use specific vocabulary words in Spanish as your part of the story.

Play a relay race where each station represents a different rainforest animal. At each station, you must mimic the movement of the animal they represent (e.g., jumping for frogs, swinging for monkeys) before moving to the next station.

Create a collage illustrating a rainforest habitat. Label the animals and weather elements that you include using Spanish vocabulary.

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Create flashcards with Spanish images and words representing different weather conditions (e.g., sunny, rainy, cloudy, windy). Show the cards to the students and have them repeat the words to build up their vocabulary skills.
 - Story Time: Read a simple bilingual story about a rainforest in Costa Rica. After reading, ask the students questions in Spanish about the story to encourage comprehension.
 - Create a weather chart with pictures (sun, rain, clouds) and hold a daily weather check-in. Students can indicate the weather in Costa Rica using Spanish vocabulary.
 - Organize a movement game where students mimic different weather conditions. For example, they can sway side to side for wind, jump for rain, or stretch their arms out for sunny. Teach them the corresponding Spanish words while they participate.
 - Have students create their rainforest scene using colored paper and crayons. They can label different weather elements in Spanish.
 - Teach a simple song in Spanish about the weather in the rainforest. Incorporate hand movements to make it fun and engaging.
 - Create a large weather wheel with different weather conditions in Spanish. Each section can have an image representing the weather. Let students take turns spinning the wheel and describing the weather conditions in Spanish.
 - Prepare a matching game with pairs of cards – one with the Spanish words and the other with images representing the weather (e.g., "Lluvia" for rain). Students can work in pairs to find and match the cards, reinforcing their vocabulary.
 - Have students create a "rain dance" to celebrate rainforest weather. They can use instruments (like shakers) to mimic rain sounds. During the dance, teach them Spanish words related to rain.
 - Set up a sensory bin filled with materials representing the rainforest (green leaves, small animal figures, water beads for rain). As students explore the bin, encourage them to describe what they see in Spanish.
 - Together, create a simple class book where each page features different types of weather with corresponding images.
 - Students can contribute drawings and label each page in Spanish (e.g., "Soleado" for sunny).
 - Set up a small role-playing activity in which students take on different characters from the rainforest (like animals or plants) and describe their experience with the weather in Spanish. This can be done as a mini-play in which they express their feelings based on the weather conditions.
- Organize a short nature walk around your school or playground, encouraging students to observe and describe the weather conditions. Discuss how it might differ in a rainforest and encourage them to use Spanish vocabulary during the walk.

Resources:

- Books: "Pura Vida Costa Rica" (Bilingual editions available) "Rainforests" by Rachel Lynette (available in both English and Spanish)
- Websites:
 - National Geographic Kids: Offers information about rainforests and wildlife. Useful for visuals and facts.
 - National Geographic Kids Scholastic: Provides educational resources and activities related to weather and tropical environments. Scholastic
 - PBS Learning Media: Search for rainforest and weather-related resources that can be filtered for age appropriateness.
- YouTube Videos:
 - "Los animales de la selva tropical": A fun animated video that introduces rainforest animals and their habitats (bilingual).
 - "El clima de la selva tropicalr": Look for videos specifically about rainforest weather patterns, making sure they include Spanish for language practice.
- Song Resources:
 - "El clima " on platforms like YouTube can provide a fun and engaging way to learn weather vocabulary in Spanish.
 - "La Canción de la Lluvia" can be found online to introduce the concept of rain in a musical format.
- Interactive Apps:
 - Endless Spanish: A language-learning app that helps young learners with vocabulary through interactive games.
 - LingoKids: Offers Spanish language learning games that can introduce vocabulary related to weather and nature.
- Printable Resources:
 - TeachersPayTeachers: Offers downloadable worksheets and activities focused on rainforests, weather patterns, and Spanish language learning.
 - Education.com: Provides printable worksheets that can be tailored to focus on weather and rainforest themes.
- Craft materials to create weather charts, art projects, and sensory bins.

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