Washington Township School District

Course Title:	**World Language Elementary**

Grade Level(s):	**Grade 3**

Duration:	*Full Year:*		*Semester:*	**x**	*Marking Period:*	

Course Description:	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. This course will use thematic instruction based on the following themes: What We Do, Our School—Our Future, and Going to the Vet.
Grading Procedures:	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.
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	Gloria Bernal
Under the Direction of	Meike Kirk

Written: _____   Revised: _____   BOE Approval: _____

Unit 1: What We Do

Unit Description: This unit is designed to provide third graders with the ability to describe sports and hobbies. They will compare and contrast sports, hobbies, and traditions in other countries within the target culture as well as in their own culture. During this unit, they will develop communication skills to talk about sports and hobbies and express their opinions, enhancing their communication skills and confidence in expressing personal preferences and abilities.

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

3-5

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

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.*

3-5

7.1.NM.IPRET.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.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

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7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: 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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: 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.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

3-5

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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:	Essential Questions:
I can understand that I am unique, and I can express my likes and dislikes when talking about sports and hobbies.	How can I explore different hobbies and sports and effectively express my opinions?
I can develop the ability to engage in brief conversations, effectively discussing sports, hobbies, likes, and dislikes.	How can I understand the sports and hobbies kids my age practice in Spanish-speaking countries?
I can respect others' opinions and preferences regarding sports and hobbies.	What are the similarities and differences between the sports I like and the sports and hobbies kids from other countries enjoy?
I can explore different sports and hobbies from my culture and compare and contrast them with those in Spanish-speaking countries.	How can I use vocabulary about sports and hobbies to converse with others?
I can recognize famous people who play sports in Spanish-speaking countries.	How can I express my opinions about what I like and dislike?

Assessment Evidence

Performance Tasks:	Other Evidence:
Identify and learn about sports and hobbies using academic online games.	Paired or small groups to perform interactive games such as charades, draw the word, or interactive bingo.
Recognize hobbies and sports vocabulary in songs using TPR and video clips.	Paired to perform scavenger hunt conversation
Draw and create a poster featuring their favorite sports and hobbies.	Paired to performance comprehension questions about sports and hobbies using their artwork.
Participate in interactive games such as charades, guess the word, scavenger hunts, and pair flashcard words.	Video segment viewing/ engagement (performance songs)
Recognize famous sports personalities from Spanish-speaking countries.	Video clips segment/engagement
	Informal and formal teacher observation of oral and written work
	Quizizz, Kahoot, and Blooket individual and class reviews
	Listening to and comprehending comic stories in the Risas y Sonrisas section.

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:

- Learn Interactive Academic Vocabulary Games: Learn and memorize hobbies and sports vocabulary through interactive online vocabulary games to practice pronunciation, listening, and speaking.
- Use academic games to reinforce vocabulary related to hobbies and sports. Activities could include matching words with pictures, drawing the words that they listen to say, fill-in-the blank exercises, etc.
- Performance TPR and Charades with Flashcards or Act it Out: Play charades using flashcards, depicting different hobbies and sports.
- Interactive games like Pictionary to draw the word that they hear from their partner on cubes.
- Recognize the vocabulary through songs: Mambo, Mambo que te gusta hacer? Basho and friends.
- Play a Scavenger Hunt by asking other students if they like or dislike various sports and hobbies while the music plays.
- In pairs or small groups discussion: Students will interview each other about their hobbies and provide a set of questions using posters and visuals.

Resources:

- Games.net Spanish/ academic vocabulary games.
- Flashcards
- Teacher Website
- Doki Descubre - Los deportes,
- Doki Descubre - El fútbol .el mejor bateador del mundo. Parody of Lionel Messi, futbolista argentino extraordinario

- You Tube videos songs: Mambo que te gusta hacer?, Basho and friends, Shakira Waka Waka.
- Games and Sports in Spanish Sing-Along song (Basho and friends) 4K Learning: (teach the lyrics and practice with the students)
  BASHO & FRIENDS Official Artist Channel
  https://zachary-jones.com/zambombazo/?s=sports+hobbies
  ¿Qué te gusta hacer? Realidades videoclips) Donaldson Nformi
  GustaSrMara (using TPR and teaching vocabulary with the expression Gusta, (likes and don't likes)
- Activity or class discussion (show this video to the students) in pairs. Students can choose from the list and discuss or recognize activities and sports.
  - ▶ España, pasión por el deporte #VisitSpain
  - ▶ Sports in Spanish | Spanish Learning for Kids (HomeschoolPOP)
  Sports in Spanish - Los Deportes Tik Tok video clips
  Spark Enthusiasm
  - ▶ Hobbies in Spanish | Beginner Spanish Lessons for Children (Games/net

Interdisciplinary Connections

Indicators:
ELA / WL Alignment
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-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%20NJSLS-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

Indicators:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
Focus on standards 9.1, 9.2 and 9.4
For NJSLS-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.

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 ● 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	● 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 ● 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 ● 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: Our School - Our Future

Unit Description:
This unit is designed to teach third graders the skills to understand basic commands, navigate the classroom environment effectively, follow instructions, and recognize important school-related terms. It aims to build rapport in the classroom while students learn common classroom objects and understand key aspects of school life.

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."

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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:	Essential Questions:
I can follow both verbal and visual commands given by the teacher in the target language in regard to classroom and school settings. I can identify and name common school items. I can ask for and engage in role-playing scenarios in which I request school items. I can improve my ability to follow multi-step instructions involving school items. I can compare and contrast my school environment and school life with those in Spanish-speaking countries.	How can I learn the names and uses of common school items that we use daily? How can I understand the purpose of different school items and how they help us learn? How can I ask for school items politely and effectively in different scenarios? How can I understand and follow directions and commands in Spanish? How can I differentiate activities and the school environment from my culture from those of kids from Spanish-speaking countries?

Assessment Evidence

Performance Tasks:	Other Evidence:
Identify basic school commands in songs. Participate in online academic vocabulary games to practice and memorize the names of school items. Engage in interactive games such as scavenger hunts and role-playing scenarios where they must ask for school items. Complete a labeling activity where students label items in the classroom to reinforce vocabulary recognition. Draw or cut out and paste school items to fill backpacks and share their projects with their partners.	Listen to and comprehend skit video clips in the Risas y Sonrisas section. Participate in online vocabulary games such as flashcards, dominoes, and bubble games in the Risas y Sonrisas program. Use Spanish vocabulary to communicate in class with the teacher and other students. Participate in listening activities and watch video clips where they recognize vocabulary in context. Compare and contrast their school life with that of kids in Spanish-speaking countries. Demonstrate their knowledge through reviews in Quizizz, Blooket, and Kahoot.

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:
- Sing and Act out the song "In the Spanish class" in (Risas Y Sonrisas side)
- Sing and Act out Spanish - classroom phrases with Basho and Friends
- Identify school items vocabulary through games such as Scavenger Hunt, Flyswatter, and Bingo
- Learn and memorize school items with flashcards, domino, and bubble games in the Risas y Sonrisas program.
- Learn and memorize school items with academic online games to improve pronunciation, listening, and reading.
- Listening and comprehending comics and video clips: El Recess (Risas y Sonrisas side)

Resources:
- Risas y Sonrisas program
- YouTube videos: Basho and Friends
- Spanish Games.net
- YouTube video story: Learn Spanish with Rosita! Episodio 3: La Escuela
- YouTube video: School Supplies in Spanish, Learn Spanish for Kids with Profe Nano and Teacher Catalina
- YouTube video: Discover the cultural richness of Panama's extraordinary Families/ Families of the world /
- https://whyy.pbslearningmedia.org/resource/exploracionesl2/bienvenidos-a-nuestra-escuela/
- https://zachary-jones.com/zambombazo/?s=school

- ▶ 31 TRUCOS para Enseñar a tu PERRO en 5 Minutos al Día - ADIESTRAMIENTO CANINO
- (Practice commands with your dog)
- ▶ Classroom objects in Spanish | Beginner Spanish Lessons for Children (Games.net)

Interdisciplinary Connections

Indicators:
ELA / WL Alignment
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-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
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Social Emotional Learning

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New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
• Recognize one's feelings and thoughts • Recognize the impact of one's feelings and thoughts on one's own behavior • Recognize one's personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	• Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings	• Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one's actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions	• Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed

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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.

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.
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Unit Modifications for Special Population Students	
Advanced Learners	Gifted and Talented Resources ● 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	● 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 ● 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 ● 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: Going to the Vet

Unit Description: This unit aims to introduce third-grade students to different types of domestic pets and farm animals, including their characteristics, habitats, needs, and roles in human life. It also provides scaffolding for understanding the body parts of animals that may need medical attention, as well as expressing various states of being and feelings.

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

3-5

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

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.*

3-5

7.1.NM.IPRET.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.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

3-5

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: 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.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: 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.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

3-5

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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:	Essential Questions:
I can identify domestic animals in Spanish that live with humans as pets or for companionship.	How can I recognize farm and domestic animals in Spanish?
I can identify farm animals living on farms raised for food, work, or other products.	What role do veterinarians play in the health and well-being of both farm and domestic animals?
I can compare and contrast pets from Spanish-speaking countries, such as Peru, used to make special clothes for cold weather.	How do cultural and regional differences influence how people keep and use farm and domestic animals?
I can recognize some parts of an animal's body and explain to the vet what is ailing it.	How can I explain how my pet feels and which part of its body hurts?

Assessment Evidence

Performance Tasks:	Other Evidence:
Use domestic animal puppets to recognize and memorize the names of farm and domestic animals in Spanish.	Pair up or form small groups to perform a brief conversation about a visit to the vet.
Learn and memorize animal names in Spanish with flashcards, dominoes, and bubble games on the Risas y Sonrisas site.	Participate in class vocabulary games such as bingo, Animal Match-Up, Flyswatter, and Hot Potato (¿Dónde está la vaca?). In Hot Potato, one student hides the puppet while another tries to find it. The whole class helps by using Spanish vocabulary clues to locate the puppet.
Learn and memorize animal names in Spanish with academic online games to improve pronunciation, listening, and reading skills.	
Identify the names of farm and domestic animals in nursery rhyme songs and "Old MacDonald Had a Farm" in Spanish.	Watch a brief video about alpacas in Peru and compare and contrast them with pets they know in their town.
Learn vocabulary related to visiting the vet through songs and video clips.	Watch "El perro y el gato van al veterinario" to identify vocabulary in context.
Create masks of their favorite pets.	Listen to and comprehend comics and video clips, such as "The Wedding of the Cow and the Donkey" (Risas y Sonrisas site).
Draw and color a poster featuring a farm with their favorite pets.	Use Quizizz, Kahoot, and Blooket for individual and class reviews.

**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:

- Learn farm animal vocabulary through online academic games such as flashcards, domino, and bubble games (Risas y Sonrisas site).
- Sing and perform "Old MacDonald Had a Farm" in Spanish.
- Learn and memorize animal items with academic online games to improve pronunciation, listening, and reading (Games.net).
- Listen to and comprehend comics and video clips, such as "The Wedding of the Cow and the Donkey" (Risas y Sonrisas site).
- Create a poster featuring farm animals and domestic animals.
- Make a mask of their favorite pet animal and play a scavenger hunt using questions and answers in Spanish. For example: "¿Quién eres?" "Soy la vaca." Move to another student and ask, "¿Quién eres?" "Soy el perro." Continue until the music stops.
- In pairs, perform a brief conversation in a vet role-play. Set up a pretend vet's office in the classroom with stuffed animals as patients.

Resources:

- Puppets
- Risas y Sonrisas program
- Spanish games.net
- Are we there yet? Las Alpacas, Machu Pichu (National Geographic Kids)
- Video YouTube: El Perro y el Gato van al veterinario
- YouTube video: La granja de mi tio Zenon
- YouTube: A mi burro le duele la cabeza (luli Pampin)
- A mi burro by Toobys / Canciones infantiles
- Journey through Peru's Incredible Sights in 6 Minutes/ Short Film Showcase. (La llamas del Peru and the Indigenous: journey through Peru's by National Geographic video
- YouTube video: La alpaca Suri, de fibra
- Imperia by El dominical de Panamericana news t.v
- https://www.languageguide.org/spanish/vocabulary/pets/
- https://www.languageguide.org/spanish/vocabulary/pets/al
- https://www.digitaldialects.com/iPad/Spanish/animals.htm
- https://zachary-jones.com/zambombazo/?s=Los+animales
- MI MASCOTA Y YO - GALÁPAGOS 1CBeebies Español
- ▶ Animales de Granja para niños (con vídeos) Los animales de la granja (vocabulary)
- ▶ Mi Mascota y Yo en el Veterinario - Otto el cachorro
- Babes animals names ▶ Animales mas tiernos del mundo - BEBES ADORABLES
- ▶ Pets in Spanish | Beginner Spanish Lessons for Children (Games/net)

Interdisciplinary Connections

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Advanced Learners	Gifted and Talented Resources ● 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	● 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 ● 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 ● 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.