



# 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.*

<b>Course Title:</b>	<b>World Language Elementary</b>					
<b>Grade Level(s):</b>	<b>Kindergarten</b>					
<b>Duration:</b>	<i>Full Year:</i>		<i>Semester:</i>	<b>x</b>	<i>Marking Period:</i>	
<b>Course Description:</b>	<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: <a href="#">All About Me: Spanish Here I Come</a>, <a href="#">Exploring Colors and Shapes with Picasso</a>, and <a href="#">All About Animals</a>.</p>					
<b>Grading Procedures:</b>	<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>					
<b>Primary Resources:</b>	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.

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Under the Direction of	Meike Kirk

Written: \_\_\_\_\_ Revised: \_\_\_\_\_ BOE Approval: \_\_\_\_\_

## Unit 1: All About Me: Spanish Here I Come

**Unit Description:** In this unit, kindergarten students will learn essential social skills by focusing on basic greetings, goodbyes, and classroom phrases that they will use daily. The unit aims to develop their ability to communicate politely and effectively in various social settings, as well as their understanding of basic commands and how to respond to simple directions within the classroom and school environment. Additionally, students will be introduced to numbers 1 through 10 to help them express everyday concepts, enhancing their foundational numeracy skills and language development. Through interactive activities and play-based learning, this unit fosters a supportive environment where students can practice and reinforce these fundamental skills.

**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.

<p><b>Understandings:</b></p> <p>I can greet using simple Spanish phrases, such as "Hola" (Hello), "Adiós" (Goodbye), "Por favor" (Please), and "Gracias" (Thank you)</p> <p>I can use classroom phrases in Spanish, such as "¿Puedo ir al baño?" (Can I go to the bathroom?), "Necesito un..." (I Need a...), and "No entiendo" (I don't understand).</p> <p>I can recognize and name everyday classroom objects in Spanish, such as "escritorio" (desk), "silla" (chair), "papel" (paper), and "lápiz" (pencil).</p> <p>I will recognize, pronounce, and trace numbers 1-10 in Spanish.</p>	<p><b>Essential Questions:</b></p> <p>Why is it important to learn another language?</p> <p>Why are greetings important in daily interactions?</p> <p>How do people from Spanish-speaking countries greet each other?</p> <p>Why is it important to use polite phrases like "Por favor" and "Gracias" when communicating with others?</p> <p>How can I use classroom phrases in Spanish, like "¿Puedo ir al baño?" and "No entiendo," to help me express myself?</p> <p>Why is it beneficial to recognize and name classroom objects in Spanish, such as "lapiz" and "silla"?</p> <p>How can we apply our knowledge of numbers in Spanish to real-life situations in the classroom and beyond?</p> <p>How does learning to recognize and trace numbers 1-10 in Spanish contribute to my math skills?</p>
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Assessment Evidence	
<p><b>Performance Tasks:</b></p> <p>Role-play Activities: Have students pair up and greet each other in Spanish, using simple dialogues. Include phrases related to classroom objects or instructions (e.g., "¿Dónde está el libro?").</p> <p>Number Call-Outs: Show flashcards with numbers 1-10 and ask students to call out the corresponding Spanish number.</p> <p>Matching Exercises: Create worksheets where students match Spanish greetings, classroom phrases, and objects to their English equivalents.</p> <p>Classroom Scavenger Hunt: Hide various classroom objects and have students find them by asking for them in Spanish (e.g., "¿Dónde está la silla?"). Each time they find an object, they can say the name in Spanish.</p> <p>Songs and Chants: Integrate songs that focus on numbers and classroom phrases. Assess their understanding by having them sing along or complete lyrics.</p>	<p><b>Other Evidence:</b></p> <p>Flashcard Quiz: Use flashcards for classroom objects and ask students to say the word in Spanish. You may also ask them to show the corresponding object in the classroom.</p> <p>Charts and Posters: Have students create posters with greetings, numbers, and classroom phrases. Display these in the classroom and assess their understanding through peer review.</p> <p>Utilize apps that offer quizzes and games focusing on early Spanish vocabulary. Students can complete these individually or in pairs, allowing for a fun, engaging assessment.</p>
<p><b>Benchmarks:</b> Unit Review Assessment</p>	

Learning Plan
<p>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.</p>

## Suggested Learning Activities:

- Begin the day with circle time, during which each student practices saying "Good morning" to the class and sharing a brief greeting. End the day with "Goodbye" or "See you tomorrow."
- Play a game of Simon Says using classroom commands like "sit down," "stand up," "line up," and "raise your hand." This helps students learn to follow directions while having fun.
- Use stories that include greetings, goodbyes, and classroom interactions. Pause the story and ask students to practice the phrases used by the characters.
- Incorporate songs that include greetings and goodbyes. Music helps reinforce language patterns and makes learning enjoyable.
- Create a number line on the floor with tape. Have students hop along the numbers as they count aloud. This physical activity reinforces number sequencing.
- Use everyday classroom items (blocks, crayons, etc.) for counting games.
- Set up stations around the classroom. Students will find a different greeting at each station that they must memorize. Students work in pairs to go to each station, greet each other in Spanish, and then move on to the next station. The first pair to complete all stations wins a small prize.
- Create bingo cards with numbers 1-10 in Spanish (e.g., uno, dos, tres). Call out the English equivalent of the numbers, and students will mark the Spanish version on their cards. The first to get a line wins. This can also be adapted to classroom objects by using pictures instead of numbers.
- Create a list of classroom objects (e.g., mesa, silla, libro) and hide them around the classroom. Provide students with the list in Spanish. As they find each object, they must take a picture or write it down, saying the object's name in Spanish. Discuss their findings as a class afterward.
- Divide students into teams. One student from each team will draw a card with a word in Spanish (e.g., "cuaderno" for notebook or "hola" for greeting) and then draw it on the board while their team guesses the word. If they guess correctly, they earn points. Ensure that the use of Spanish is encouraged throughout.
- Create simple scripts that include greetings, numbers, classroom phrases, and objects. Students work in pairs or small groups to perform their skits in front of the class. For example, a skit in which one student needs to borrow items from another might incorporate phrases like "¿Me pastas un lápiz?"
- Find or create songs with numbers 1-10 and common classroom phrases. Teach these songs to the class, encouraging movements or gestures to enhance engagement. This could also include making a chant combining greetings and classroom objects.
- Create cards with pictures of classroom objects and separate cards with their Spanish names. Students will match the images with the correct words. This can be done in pairs or small groups, promoting collaborative learning.
- Prepare flashcards with numbers (1-10) and classroom objects in Spanish. Place them face down on a table. Students take turns flipping over two cards, trying to find matching pairs (e.g., matching "tijeras" with a picture of scissors). If they find a match, they keep the cards and get to say the word in Spanish.
- Teach students standard classroom instructions in Spanish (e.g., "silencio," "escuchen," "miren"). Call these commands during class activities and encourage students to use them with their peers. This activity also promotes a respectful and collaborative environment.
- Have each student create a small vocabulary book where they write down classroom objects, numbers, and greetings. Encourage them to draw pictures or paste photographs of objects next to the Spanish word. This book can be used as a reference throughout the year.

## Resources:

- Books:
  - Counting with Frida / Contando con Frida" by Patty Rodriguez and Ariana Stein – A bilingual counting book.
  - "Froggy va a la escuela" by Jonathan London
  - "Una carta de tu maestra" by Shannon Olsen
- Videos:
  - "Learn Numbers 1-10 in Spanish" on YouTube – Videos specifically for children.
  - "Counting Songs in Spanish" on YouTube – Engaging songs that help with number recognition.
  - "Classroom Phrases in Spanish" on YouTube – Videos teach useful classroom expressions.
  - "Spanish Phrases for Kids" on YouTube – Short videos focusing on common phrases.
  - "Learn Spanish Classroom Objects" on YouTube – Videos teaching the names of classroom objects.
  - "Spanish Vocabulary for Kids: Classroom Objects" on YouTube – Short, engaging videos.
- Songs:
  - "Los Numeros" by Basho & Friends is a fun song for learning numbers.
  - "Diez Amigos en la Plaza" by José-Luis Orozco is a counting song for children.
- Worksheets:
  - Printable number tracing worksheets from websites like Education.com and TeachersPayTeachers
  - Coloring pages that incorporate numbers in Spanish.
  - Interactive whiteboard activities focusing on phrases.
- Flashcards/ Labels:
  - Printable flashcards for classroom objects from websites like Spanish Playground
  - DIY flashcards with pictures and names of objects.
  - Label classroom objects with their Spanish names.
  - Printable labels from websites like Twinkl
- Interactive Games:
  - Online matching games for classroom objects.
  - Classroom scavenger hunts to find and name object

## 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



#### Self-Awareness

- 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



#### Self-Management

- 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



#### Social Awareness

- 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



#### Responsible Decision-Making

- 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



#### Relationship Skills

- 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

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



## Integration of 21<sup>st</sup> 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

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

## Unit 2: Exploring Colors and Shapes with Picasso

**Unit Description:** In this creative unit, students will delve into the world of shapes, colors, and body parts through the lens of Pablo Picasso's artistic style. By examining Picasso's unique use of shapes and colors in his artwork, students will learn to identify and describe basic shapes and colors. They will also explore how Picasso represented body parts in abstract forms, gaining an appreciation for artistic expression and creativity.

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

### Modes of Communication

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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.

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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.

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**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 name basic shapes in Spanish.

I can recognize and label body parts in Spanish.

I can use color words in Spanish associated with Picasso's artwork.

I will create my artwork inspired by Picasso, incorporating shapes, colors, and body parts learned.

### Essential Questions:

What shapes do you see in Picasso's artwork? Do you find these shapes in our classroom or surroundings?

What body parts can you identify in Picasso's artwork?

What colors do you see in Picasso's paintings?

How do these colors make you feel, and how can we express that in Spanish?

Which color do you like the most, and how do we say it in Spanish?

What shapes and colors will you choose, and what words will you use in Spanish to describe your artwork?

## Assessment Evidence

### Performance Tasks:

Provide students with a variety of objects and pictures. Ask them to sort these items into groups based on their shapes (e.g., circles, squares, triangles).

Select colored paper cut into different shapes. Ask them to create their art by recreating Picasso pictures by gluing the shapes onto a larger sheet, identifying and naming each shape as they use it.

Sing a song that includes body parts (cabeza, rodillas, hombros y pies). Have them sing and point to the corresponding body parts.

Draw body parts using a blank outline of a human body, using basic shapes (e.g., eyes 2 circles, nose triangle or rectangle).

Choose and identify three colors from a Picasso painting and create a color wheel using paints.

### Other Evidence:

Students will use a worksheet to identify and categorize at least three geometric shapes from the artwork. They should sketch the shapes within a similar context (e.g., using their artistic style).

Students will categorize each color in Spanish, reinforcing vocabulary (e.g., azul, rojo, amarillo).

Students will respond to the question, "¿Qué color es este?" (What color is this?) when the teacher shows cards with different shapes and colors.

Students will recognize and point to other body parts as the teacher names them in Spanish.

**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:

- Provide students with basic geometric shapes (circle, square, triangle, rectangle). Students will conduct a scavenger hunt using printouts of Picasso's art to find and circle examples of these shapes in the artwork. Afterward, students can share their findings with a partner or in small groups, describing the shapes they found in Spanish (e.g., dos círculos, cuatro triángulos rojos dos azules").
- Have students mix their paints to create a color wheel, labeling each color in Spanish.
- Discuss how Picasso used colors in different periods (e.g., Blue Period, Rose Period) to convey emotions.
- Create a collage inspired by Picasso's abstract style, using magazine cutouts of various body parts (eyes, arms, legs). Once the collage is complete, students will label each body part in Spanish on the poster using Spanish vocabulary (e.g., "ojo", "brazo", "pierna"). Encourage them to share their collages with the class, explaining their choices in Spanish.
- Create simple puppets or a figure using paper bags or socks. They can attach googly eyes and draw facial features or body parts. As they play with their puppets, encourage them to identify body parts in Spanish (e.g., "Este es mi brazo," while pointing to the puppet's arm).
- Set up a station where students can mix primary food colors (red, yellow, blue) to create secondary colors. Encourage them to predict what will happen when they mix colors, and let them share their findings in Spanish (e.g., "Rojo y amarillo hacen naranja.").
- Play "Picasso dice." Example commands might include "Picasso says touch your cabeza" (head), "Picasso says to find a red círculo" (circle), or "Picasso says wiggle your brazos" (arms). This keeps students moving while playfully reinforcing vocabulary.
- Read a story or show images of Picasso's art.
- After discussing the colors and shapes found in the illustrations, ask students to describe their favorite part using the vocabulary they've learned in Spanish. Encourage them to illustrate their favorite part using crayons or markers afterward.
- Let's play a fun game called "¡"! Your teacher will show you a picture of Picasso. Look at it closely and try to act out what you see. Maybe it's someone dancing, someone looking at something, or playing an instrument. Use your body and face to show what's happening in the picture. This game helps us learn about different places and people around the world while having lots of fun moving and playing together.

## Resources:

- "El artista que pintó un caballo azul" Book by Eric Carle
- "Mouse Paint/Pintura de Ratón" Book by Ellen Stoll Walsh
- Shape song <https://www.youtube.com/watch?v=Q3Sxr7UincA>
- Song "Las formmitas" [https://www.youtube.com/watch?v=5pF3ec\\_Jnuw](https://www.youtube.com/watch?v=5pF3ec_Jnuw)
- Song "Cabeza, hombros Rodillas ,pies" <https://www.youtube.com/watch?v=71hiB8Z-03k>
- "Picasso y Minou" by P.I. Maltbie - This bilingual book tells a story about Picasso and his cat Minou, offering insights into his art.
- "Colores y formas con Pablo Picasso" - A book designed specifically for young children to explore shapes and colors through Picasso's artwork.
- YouTube channel: "Art for Kids Hub" (in Spanish) - Offers videos on how to draw and understand Picasso's art.
- "Pablo Picasso para niños" - Educational videos in Spanish that introduce Picasso and his art to young children.
- <https://www.colorincolorado.org/>
- Museo Reina Sofía (Madrid) - They offer educational resources and activities related to Picasso in Spanish.
- "Quien fue pablo picasso" [https://www.youtube.com/watch?v=pjxm3081\\_NM](https://www.youtube.com/watch?v=pjxm3081_NM)

## 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/2020/2020%20NJSL-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.



## Integration of 21<sup>st</sup> 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

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

## Unit 3: All About Animals

**Unit Description** In this unit, kindergarten students will learn the names of farm animals and use descriptive words to talk about them, focusing on size, number of legs, and movement types. Additionally, they will explore the different habitats of common farm animals while learning the sounds they make in Spanish. Through engaging activities, songs, stories, and interactive lessons, students will learn where various farm animals live and how these environments support their needs. This unit will help students develop an understanding of farm animal habitats while enhancing their Spanish vocabulary.

**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.

<p><b>Understandings:</b></p> <p>I can recognize and name at least 5 common farm animals (e.g., cow, pig, chicken, horse, sheep) in Spanish.</p> <p>I can distinguish the sounds of the Spanish language and connect those sounds to written words.</p> <p>I can use simple phrases in the target language to describe animals.</p> <p>I can distinguish traditional Spanish songs about animals.</p> <p>I can identify words to describe big or small.</p>	<p><b>Essential Questions:</b></p> <p>What are some common animals that live on a farm?</p> <p>What are the names and sounds of common farm animals in Spanish?</p> <p>Where do different farm animals live?</p> <p>How can we describe farm animals using size, number of legs, and movement?</p> <p>What are some common animals that live on a farm?</p> <p>How do farm animals help us?</p> <p>Can you name the babies of some farm animals?</p>
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## Assessment Evidence

<p><b>Performance Tasks:</b></p> <p>Recite the names in Spanish after the teacher shows pictures of the animals.</p> <p>Guess which animal makes each sound by listening to an audio recording.</p> <p>Describe the animals by looking at images of animals. For example, "The cow is big." (La vaca es grande)</p> <p>Sing along as a class to a traditional Spanish song about animals (e.g., "La Vaca Lola").</p> <p>Classify the animals as grande or pequeno using charts.</p> <p>Play a "Farm Animal Bingo," where they can mark off animals as they are called out.</p>	<p><b>Other Evidence:</b></p> <p>Create a mini-book about farm animals, with the corresponding Spanish name and an illustration.</p> <p>Match pictures of farm animals to their Spanish names.</p> <p>Share your favorite farm animal and explain why, using memorized words for description.</p> <p>Create a mask of a farm animal. Wear the masks and engage in a brief role-play dialogue with classmates while using Spanish phrases related to their characters (e.g., "Yo soy una gallina" – I am a chicken).</p> <p>Perform actions and say the corresponding animal names in Spanish. TPR</p>
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**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:

- Assign a corresponding action for each animal (TPR): Cow (Vaca): "Moo" while pretending to graze. Chicken (Pollo): Flap arms like wings and cluck. Horse (Caballo): Gallop in place or make horse sounds. Sheep (Oveja): Jump gently and say "Baa" while pretending to nibble grass.
- Play "Put the animal on the flashcard". Spread out plastic farm animals in the classroom. Call out different students to pick up an animal and place it back on the correct flashcard.
- Play "Flashcard Touch" and "The missing flashcard" games. Arrange animal flashcards on the floor. Tell your students to sit around the flashcards on the floor (or on a table) and to put their hands up in the air. Say a flashcard (e.g. "pig"), and students have to quickly touch the correct card. Play a few rounds. After that, tell your students to close and cover their eyes. Turn over one of the cards. Say "Open your eyes". The students have to shout out the missing card.
- Read "El gallo sale a ver mundo by Eric Carle.
- Play "¿Qué hay en la bolsa?" Have a bag ready with toy farm animals inside. Seat everyone in a circle, and let the kids take turns putting their hands inside the bag. They have to put their hand in the bag and guess what animal is inside just by feeling it (in Spanish or English).  
Once they guess the animal, we talk about it for a minute in Spanish. Ask the class, ¿Es un caballo? ¡No! ¿Es un pollito? ¡Sí! ¿El pollito dice <muu>? ¡No! ¿El pollito dice <pío>? ¡Sí!, etc.
- Play Duck, Duck, Goose as Pato, pato, pollito (or ganzo if you prefer).
- Watch the video Buenos días, granja.
- Color and read the mini-book "¿Cómo dicen los animales?" This mini-book gets lots of dice repetitions.
- Watch the video [Los Polliitos dicen](#).
- Place the animals in their house activity.
- Play Muevete como el animal. Teachers will show PPT and students will act out every animal in the presentation.
- Count and make a graphic of the farm animals worksheet.
- Make a farm animal stick puppet.

## Resources:

- Flashcards with images of farm animals
- Set of plastic farm animals
- El gallo sale a ver el mundo by Eric Carle
- Video “La vaca Lola”
- Spanish mama “Los animales de la granja”
- Worksheets about animals
- Visitar un agranja video
- Canciones super simple Los animales

## 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



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

## Integration of 21<sup>st</sup> 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

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