



Washington Township School District



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

Course Title:	Beginning 1 Spanish				
Grade Level(s):	7, 8				
Duration:	Full Year:	X	Semester:		Marking Period:
Course Description:	This course is an interactive reinforcement and/or introduction to Spanish emphasizing communicative-based listening, speaking, reading and writing in the target language and the essentials of the cultures of the Spanish-speaking world. Students will learn to use Spanish to deal with discrete linguistic elements of basic daily life in predictable common settings.				

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: 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.

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 that are required to function in a variety of 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.

Washington Township Goal: All Seniors who achieve a level 4 or AP level will pass the Seal of Biliteracy.

Designed by:	Melissa A. Beaton	Revised by: Zach Dzierzgowski, July 2021
Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages/ESL K-12	

Written: July 2017

Revised: _____ / BOE Approval: _____

Grading Procedures:

The goal of this course is for students to demonstrate proficiency on the ACTFL prurience scale and move along the continuum from the Novice mid to the Novice high 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. Proficiency will be assessed through benchmarks that contain components of integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills.

Grading on report cards is as follows:

50% Primary Assessments (Benchmarks, IPA's, Unit Tests)

35% Secondary Assessments (Quizzes, Class Participation, formative assessments)

15% Support Assessments (Classwork, homework)

	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
Interpersonal Communication	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information, about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions by asking and answering simple questions.
Presentational Speaking	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.
Presentational Writing	I can write lists and memorized phrases on familiar topics	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.
Interpretive Listening	I can recognize some familiar words and phrases when I hear them spoken.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.
Interpretive Reading	I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.	I can understand the main idea of short and simple texts when the topic is familiar.

Primary Resources:

The textbook used for this course is Realidades 1A written by Peggy Boyles, Myriam Met, Richard Sayers, and Carol Eubanks-Wargin; published by Pearson Education, Inc., Copyright 2014.

Unit 1 Title: School Days

Unit Description: Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, school supplies, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Unit Duration:**Desired Results****UNIT 1 USES NOVICE MID STANDARDS - ALL SUBSEQUENT UNITS USE NOVICE HIGH STANDARDS.**

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 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: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none">• 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: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none">• 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:	Possible Topics
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.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about school and school-related activities.
- Match pictures based on oral descriptions of classroom objects.
- Read and listen to information about a typical school day.
- Listen to and watch a video about school and related activities.
- Read and listen to descriptions of classes and teachers.
- Compare schools and related activities in the U.S. to those in various target language countries.
- Understand cultural perspectives on school and education.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher in which they ask and answer questions related to a typical school day in Washington Township and those in target language countries.
- Speak about class schedules
- Speak about objects located in the school and classroom
- Speak about classes and teachers descriptively

Presentational:

- Use lists and or chunks of language, and memorized phrases to compare school and related activities in the U.S. and target language countries.
- Use phrases to describe a typical school day
- Use phrases to describe the location of different items in the classroom using the verb ESTAR
- Present and discuss information about items needed for a typical school day, according to course.
- Present and or write information about purchases for school.
- Present and discuss information about my favorite and least favorite classes
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level.
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions.

Cultural Content Statement:

Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

1. The structure of the school day in Washington Township is different than the typical school day in many target language countries
2. Cultural practices play an important role in the way teachers and students interact in the classroom
3. Different classes in their schedule serve a purpose and help to meet certain requirements
4. Cultural practices, such as *sobremesa*, influence the school schedule in many target language countries as a long break is allowed for lunch so that students may return to their homes
5. Many target language countries do not offer sports teams at school; students participate in programs similar to parks and recreation teams in Washington Township
6. Personal identity is developed through and expressed by participation in school activities.
7. It is important to use context clues and visual aides when attempting to interpret the target language

Essential Questions:

1. How is a typical school day for me similar to a typical school day for someone my age in target language countries?
2. How is a typical school day for me different to a typical school day for someone my age in target language countries?
3. What do I think are the pros and cons to the type of school schedule often seen in target language countries?
4. How are private schools in target language countries similar and different to private schools in New Jersey?
5. How does my school community compare with that of other schools in other countries?
6. How can I better understand what I hear and read in the target language?
7. How do I start, carry on, and end a conversation in the target language with the limited vocabulary that I have obtained?
8. Although there are differences, what connects us across cultures regarding schools and education?

Assessment Evidence**Performance Tasks:****5 Rules for the 3 Modes**

In order to help students better master this unit remember these rules when selecting activities:

- They must be **authentic**.
- They should always be **engaging**.
- Activities should be **varied**.
- They need to be **focused** around the unit theme.
- Class/teacher should be 90% in **target language**.

Interpretive:

- A new student has arrived in your homeroom; listen as she reads to you her schedule to determine if you have any of the same classes.
- Watch a video (Realidades Videohistoria 2A) about 2 students on their first day of school. One student has major issues with her schedule.

Other Evidence:**Pre-Assessment:**

- Vocabulary evaluation/analysis
- [KWL Chart](#)
- [KWL Chart](#)
- [KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e.school and time) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

Based on the information you see and hear in the video, determine what the issues are with her schedule and what she does to resolve the problem.

- Read a brief email written by your penpal describing his daily school schedule. Based on the information that he provides, determine which classes are his favorites and least favorites and why he feels that way.
- Create a Venn Diagram to compare the school community in Washington Township with those in the target language countries
- View Back To School advertisements and determine if schools in target language countries require the same materials as schools in our community

Interpersonal:

- Students divide into pairs and interview each other about their school day (How are they similar? How are they different?) for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing supplies they need for the school day.
- Interview a student or the teacher about his or her favorite classes.
- Interview (either student to student, student to teacher or teacher to student) about school-related topics (classes, preferences, supplies, activities).

Presentational:

- Create a TV commercial advertising a school supply store.
- Plan a school event.
- Make a supply list to present to a parent for purchases at a school supply store.
- Sequence pictures to tell a story and write the captions (Comic Strip – [Version A](#) or [Version B](#))
- Draw a scene from your favorite class and talk about it.
- Present a full-year calendar, indicating the school-related events and vacation days people generally have at different times throughout the school year.
- Create a PowerPoint, Prezi, iMovie, etc. about a school schedule using vocabulary and grammar points found in the chapter.
- Illustrate pictures of people engaged in school subjects and activities.
- Write a letter or postcard about the start of the school year and the supplies needed for each class.

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: **estar with location**
- Grammar: **conjugating regular verbs**
- Grammar: **adjective/noun agreement**
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

- Chapter Test / Unit Test
- Performance Assessment showing proficiency with "Can Do" statements and rubric

- Post on Instagram or on a blog about a recent school event.
- Write an email to a pen pal talking about your school day (www.epals.com).

Benchmarks:

Every year Washington Township becomes more and more diverse. Because of this, there are more English Language Learners in our schools and in your classes. The counseling department is looking for new ideas and tools that they can use to help these students in particular. Use what you have learned about the education system in target language countries to complete the following tasks.

Interpretive:

After looking at documents from the target language countries about the educational systems, such as school calendars, school schedules, sample curricula and videos detailing school life, ask and answer 5 new comprehension questions to show your understanding.

Presentation:

Create an Infographic that your counselor can share with English Language Learners from the target language countries. Your goal is to show these students what they may expect to see here at our school that may be different from their previous school.

Interpersonal:

Describe your school day and class schedule to a new ELL in your class. Ask follow up questions to learn more about his or her preferences.

Teacher may also use the model curriculum benchmark to apply vocabulary
(Novice High 6-12)

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- 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.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance</i>	<i>Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Pronunciation Practice – Repeat poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Use class sets of vocabulary flashcards to reinforce new terms
- Create an ideal schedule and present to the class.
- Complete a crossword puzzle
- Make a Venn Diagram to compare school schedules in target language countries and the U.S..
- Interview your classmate about his or her class schedule
- Listen to a class description and point to the class being described on a schedule
- *Entrevista y Reportaje* – Interview a classmate about his or her favorite and least favorite class – Switch roles – and then write a paragraph or two describing his or her reasons.
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write a description of your favorite teacher
- Play *Sí o No game*
- Use [Conversation Cards](#)
- Role Plays
- Skits
- Have students volunteer to read and act out the character roles from the Videohistoria.
- Complete video activities that accompany the Videohistoria.
- Sequence Events of a school day using pictures, comics, sentence strips, etc.
- Listen to and Label a schedule
- Sentence Strip Activity – Cut apart a paragraph / story and have students and or groups put it back in order.

Resources:

[Metas Escolares](#)
[List of School Materials \(Mexico\)](#)
[School Supplies Video](#)
[How do you get to school? Video](#)
[Compare School Schedule \(with questions\)](#)
[Back to School Meme](#)
[La de la mochila azul \(song\)](#)
[Regreso a Clases...Tengo que...](#)
[Que hay en mi bolso?](#)
[Labor Day](#)
[Que tal tus primeras días de clases?](#)
[Los Tres Tristes Tigres](#)
[Septiembre \(song\)](#)

The following **resources** can be used throughout the entire curriculum:

Resources:

[NJ World Language Standards](#)
[NJ World Language Progression Chart](#)
[Annotated Glossary With Resources](#)
[The Five C's](#)
[Ohio Model Curriculum](#)
[American Association of Teachers of Spanish and Portuguese](#)
[Realidades 1B Student homepage](#)
[Real Academia Española](#)
[World Culture Encyclopedia](#)
[123 Teach Me](#) – All Types of Resources (some things are free others you have to pay for)
[Audiria](#) – Free Audio Texts

[AulaDiez](#) – Online Grammar And Vocabulary Exercises
[Aula 115](#)
[Bowdoin College](#) – Online Spanish Grammar Explanations
[CAPL](#) – Culturally Authentic Images
[CARLA](#)
[CIA](#) – Facts About Countries Around The World
[Class Tools](#)
[Colby College](#) – Culture and Grammar Instruction
[Creative Language Class](#)
[Culture Crossing](#)
[Destinos](#) – Video Series
[¿De Verdad?](#) – Spanish Videos and Lessons
[Dialogues / Speech Bubbles](#)
[Digital Dialects](#)
[EdModo](#)
[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions
[Estudia Feliz](#) – Resources, Lesson Plans, Activities and Songs
[FLENI](#)
[FLTEACH](#)
[FluencyProf](#) – Listening Comprehension Activities
[For Spanish Teachers](#) – Worksheets, Music, Videos, etc.
[FORVO](#) – Speak with Native Speakers from Around the World
[Fotobabble](#) – Share and Narrate Pictures
[Fun For Spanish Teachers](#) – Cultural Resources
[Game Board](#)
[Glogster](#)
[Haverford Township Schools](#) – Integration of Authentic Materials
[I Love Languages](#)
[Infographics](#) – Great For Interpretive And Interpersonal Activities
[Instituto Cervantes](#)
[Instructional Resources](#) – Learning Scenarios
[IE Languages](#) listening resources vocabulary, grammar, and pronunciation exercises
[Language Guide](#) – Vocabulary Lessons with Pronunciation and Practice
[Languages On Line](#)
[Lang Media](#) – Video Clips
[Language Magazine](#)
[LANIC](#) – Latin and South America Resources
[Learn A Language](#) – Comprehensive Lessons, Games and Activities
[Learner.org](#) – Integrated Lessons for the World Language Classroom
[Lingolex](#)
[Lingorilla](#) – Video Clips and Interactive lessons
[Lingt](#) – Create speaking exercises for your students
[Lingus](#) – Videos for all levels
[LiveBinders](#)
[Live Worksheets](#)
[Lyrics Training](#)
[Más Arriba](#) – Online Workbook
[Me Encanta Escribir En Español](#) – Worksheets and Writing Activities
[Mis Cositas](#) – Cultural Videos
[Mi Vida Loca](#) – Video Series
[My Languages](#) - Grammar Guides and Short Vocabulary quizzes
[My Language Exchange](#)
[Mi Mundo En Palabras](#)
[Musical Spanish](#) – Music Videos and Interactive Activities
[NCLRC](#)
[Neil Jones](#)
[Online Free Spanish](#) – Visual and Audio Activities
[Photo Scavenger Hunts](#)
[Photo Scavenger Hunts](#) – How To Organize
[Picture Dictionary](#)

[PicLits](#) - Pick An Image From Selection Then Writes – (Use Freestyle Choice To Change Language)

[Poll Everywhere](#)

[Portal De Educación](#)

[Poster My Wall](#) – Online Poster and Flyer Maker

[Profe De ELE](#) – Worksheets, Listening Activities, Transparencies, etc.

[Professor Garfield](#) - Read and Listen to Children's Stories and Create Their Own Comics

Realia Project

[Read, Write, Think](#) – Awesome Resources (need to be modified for language taught)

[Scholastic](#)

[Señor Belles](#) – Videos and Worksheets

[Señor Wooly](#) – Music and Videos / *[Using Señor Wooly In Your Classes](#)

[Shelby County Schools World Languages](#)

[Spanish Grammar Lessons](#) – Worksheets, Listening Activities, Reading Passages

[Spanish Language Exercises](#) – Juan Ramón de Arana

[Spanish Language and Culture](#) - Barbara Kudzu Nelson

[Spanish Learning Lab](#) – Free Communicative Lessons / Free Listening Exercises

[Spanish Listening](#) – Videos and Recordings of Native Speakers

[Spanish Mama](#) – Resources, Songs, Videos, Interactive Notebooks

[Spanish Plans](#) – Comprehensible Input

[Spanish Playground](#) – Videos, Music, Readings and Interactive Link

[Spanish Proficiency Exercises](#) - Podcasts and Video Clips of Native Speakers (University of Texas at Austin)

[Spanish Town](#) – Videos and Interactive Lessons

[Spanish Unlimited](#) – Video and Culture Lessons

[Spanish Vocabulary Drills](#)

[Spanish 4 Teachers](#) – Lesson Plans, PowerPoints, Worksheets, etc.

[Sra. Echel](#) – Resources for Spanish Teachers

[Sra. Fette](#) – Español 1

[Tackk](#) – Authentic Resources for Spanish Class

[Teacher's Discovery and Carlex](#) – Video Worksheets

[TES](#) – Lesson Plans and Activities

[The Comprehensible Classroom](#) – Best Practices Strategies and Resources for the World Language Classroom (Martina Bex)\

[The Verb Game](#)

[Today's Meet](#) – Create Chat Rooms

[Trabalenguas](#) – Great For Pronunciation Practice (www.teacherspayteachers.com)

[Travel and Culture](#) – Video Worksheets

[Venn Diagrams](#)

[Verb Conjugation Chart](#) – (FREE) - (www.teacherspayteachers.com)

[Visuals For The Foreign Language Classroom](#)

[Voice Thread](#)

[World Language Classroom](#) – Resources and Activities

[World Stories](#) – Stories From Around The World

[Yabla](#)

[Zambombazo](#) – Zachary Jones's website

News Papers and Magazines

[Ahora](#)

[BBC - en español](#)

[CNN en español](#)

[El Gancho](#)

[El Sol](#)

[iCulture](#)

[iCulture](#) – User Guide

[IPL](#)

[MIT Humanities Library](#)

[NewsEla](#) (Spanish Text Sets)

[News Link](#)

[PaperBoy](#)

[People En Español](#)

[Prensa Latina](#)

[Revista Credencial](#)

[¿Qué tal?](#)

[Habla](#) - Short Articles, Exercises and Vocabulary Lists

[Veinte Mundos](#)

[World Stories](#) – Stories From Around The World

Writing Prompts

[Writing Prompts Spanish](#) (FREE)

[Writing Prompts in English and Spanish](#) (FREE)

[Foreign Language Writing Project](#)

[Foreign Language Writing – Novice Level](#)

[20 Spanish Writing Prompts](#) (FREE)

[25 Spanish Writing Prompts](#) (FREE)

[QR Codes Writing Prompts](#)

[Roll A Story](#) (FREE) – Needs to be adapted to level teaching

[Postcard Template](#) (FREE)

Online Activities

[BBC Languages](#)

[Conjuguemos](#)

[Kahoot](#)

[Lingt](#) – Create speaking exercises for your students

[Poll Everywhere](#)

[Puzzle Maker](#)

[Socrative](#)

[QR Code Activity Generator](#)

[Quia](#)

[Quizlet](#)

[VideoELE](#)

[Yabla](#)

Presentation Software

[Blogger](#) - Blog

[Book Creator](#) (for writing stories and or essays)

[EdDraw](#) – Visualization Solutions (Charts and Diagrams)

[EdPuzzle](#) – Cut Down Videos and Insert Comprehension Questions

[Educational Technology and Mobile Learning](#) – Educational Web Tools and Mobile Apps

[Fotobabble](#) – Share and Narrate Pictures

[Glogster](#)

Google Drive

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

[Lingt](#) – Create Speaking Exercises For Your Students

[Live Journal](#) - Blog

OneNote

[Padlet](#)

[Pictotraductor](#) – Picture Translation

[Poster My Wall](#) – Online Poster and Flyer Maker

PowerPoint

[Prezi](#)

[SeeSaw](#) – Digital Portfolio

[Storify](#)

[Storyboard That](#) - Create Stories

[Today's Meet](#) – Create Chat Rooms

[Twitter](#)

[Twister](#) (Fake Twitter)

[Vocaroo](#) – Voice Recording Device

[Voice Thread](#)

[Voki](#) – Create an Avatar

[Wordle](#)

Radio Stations from Around the World

[Ambulante](#)

[RTVE.es](#)

Rubrics

[PALS Rubrics](#) - By Level

[FLENI Rubrics](#) – By Level

Stations

[Chat Stations](#)

[Reading Stations](#)

[Using Centers and Stations to Teach World Languages](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

[Spanish Music Appreciation Stations](#)

[Stations: Description Unit](#) – Gives a good general idea of how stations work

[Listening Stations / Centers Task Cards](#)

[Stations: Practice and Perfect](#)

[Station Directions](#) – Do Not Reinvent The Wheel

Music

[Banco De Canciones Para La Clase De Español](#)

[89 Songs for Spanish Class](#)

[Canciones Para La Clase De Español](#)

[Canciones Y Español Como Lengua Extranjera](#)

[Canciones](#)

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. Students, through SEL, are able to 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

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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

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

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

4.0	Students will be able to: <ul style="list-style-type: none"> • incorporate simple requests, questions and preferences to create an authentic conversation regarding their daily school life • develop a multimedia presentation explaining the similarities and differences between educational institutions and their practices in my own culture versus those in Hispanic culture
3.0	Students will be able to: <ul style="list-style-type: none"> • compare and contrast educational institutions and their practices in my own culture versus those in Hispanic culture

	<ul style="list-style-type: none"> ask and respond to simple questions about academic and social aspects of school life in the U.S. and Spanish-speaking countries, schedules, and classroom activities using digital tools and face-to-face communication in target language. make requests and express preferences regarding their school schedule using memorized words and phrases
2.0	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> recall vocabulary related to the school environment recall vocabulary related to a school day schedule use ordinal numbers use adjectives to describe classes in a school schedule use adjectives to describe teachers use the verb ESTAR to describe the location of items in the classroom demonstrate proficiency in choosing correct adjective/noun agreement conjugate regular 'ar' verbs read a brief paragraph about a school schedule listen to and understand descriptions of a schedule and classes identify cognates describe activities typically committed during a school day explain differences and similarities between schools in target language countries and in the U.S.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<p>Gifted & Talented Requirements</p> <ul style="list-style-type: none"> Have students write a paragraph including information on their personal interests outside of school. Students should be encouraged to add additional vocabulary to their work other than what has been presented to the class. Have students write an e-mail to a favorite teacher from their past describing why they had such a big impact on their school career
Struggling Learners	<ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks

	<ul style="list-style-type: none"> • Use of TPRS
English Language Learners	ELL Resources <ul style="list-style-type: none"> • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of device to revisit videos, etc.
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> • Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability • Teach content in chunks • Use of highlighters, study guides, organizational aids • Allow use of word banks (as per IEP). • Provide students with a copy of notes (as per IEP) and partner with a buddy • Use of TPRS, songs and visuals.

Interdisciplinary Connections

Indicators

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

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

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

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 4contribute 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.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgements and decisions by analyzing evidence, claims, 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 the ability to generate and execute 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 a 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.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.

Unit 2 Title: Food and Healthy Habits

Unit Description:

Students use Spanish in the three modes of communication to engage in the study of food as a source of nutrition and explore the role it plays in social, familial, and commercial situations. They consider how cultural, geographic, familial, and commercial forces influence food choices.

Unit Duration:

Desired Results

Standard(s):

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none">• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture(s).• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none">• 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.• 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.• 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.• 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.• 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

Presentational: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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Intercultural Statements:	Possible Topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Communities, animals and their habitats, technology, geography, climate, fine and performing arts.
Learners recognize and identify a few typical practices of the target culture.	Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about foods.
- Match pictures based on oral descriptions of foods and exercise activities
- Read and listen to information about celebrations with family
- Read and listen to information about foods and drinks.
- Listen to and watch a video about foods and drinks.
- Read and listen to descriptions of foods and drinks.
- Compare foods and drinks in the U.S. to those in various target language countries.
- Understand cultural perspectives on foods and drinks.
- Recognize common gestures, intonation, and other visual or auditory cues of the target language.

Interpersonal:

- Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to meal preferences and healthy habits in Washington Township and those in Spanish-speaking countries
- Speak about favorite foods and drinks.
- Order food at a restaurant
- Tell your classmates your preferred healthy habits (different exercises, playing sports)
- Describe foods usually served at family celebrations
- Describe a table setting at home or in a restaurant
- Speak about different foods groups and which are most important
- Ask others their favorite foods and drinks

Presentational:

- Use lists and/or chunks of language, and memorized phrases to compare typical meal customs in Washington Township to those of Spanish-speaking countries
- Use phrases to describe favorite foods and drinks
- Use phrases to describe preferred exercise activities
- Present and discuss information about my favorite restaurant
- Present and or write information about foods usually served at family celebrations
- Use the verb IR to explain how you plan to maintain your healthy habits in the future
- Write in a food journal to keep track of your daily habits
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions

Cultural Content Statement(s):

Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)

Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Understandings:

Students will understand that...

1. People in the target language countries spend their meal times in similar/different ways to those in the United States.
2. People reflect their cultural perspectives in their choice of foods and drinks for different meals.
3. Both cultures choose foods and drinks based on nutritional needs, available resources, cost and personal taste.
4. There are similarities and differences in foods and drinks in target language countries compared to those in the United States.
5. Foods and drinks are an integral part of life in the target language countries.
6. It is very common for people in the target language countries to enjoy meals at home with family as a way to connect during the day.
7. It is important to use context clues and visual aides when attempting to interpret the target language.
8. tipping practices are different in Spanish-speaking countries as well as the manner in which you get a waiter's attention.

Essential Questions:

1. How are foods and drinks in the United States similar/different to foods and drinks in Spanish-speaking countries?
2. How and why are foods and drinks different in the Spanish-speaking world?
3. How does culture impact etiquette for social invitations? (being on time, gift-giving to host/hostess?, appropriate thank you, appropriate refusal, appropriate behavior at family table, appropriate dinner conversation, etc.)
4. What foods and drinks are specific to the Spanish-speaking world?
5. How do I express my food preferences?
6. Although there are differences, what connects us across cultures with foods and drinks?
7. How does culture affect the restaurant experience? (gratuity included in check or not, tipping, calling a waiter, etc.)

9. time is perceived differently in Spanish-speaking countries with regard to arrival at social events.

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

Interpretive:

- Listen as a classmate describes his food preferences for each meal. Use a chart to check off what he mentions
- Watch a video (Realidades Videohistoria 3A) about a student from the U.S. visiting family in Costa Rica. Determine what many people view as the "American breakfast" and how it is different from what is typically eaten in the U.S. The Hungry Planet website can also be used to show comparisons.
- Read a brief restaurant review and decide if you would like to dine in this establishment.
- Listen as your abuela dictates a food shopping list for an upcoming family celebration. Record the items that she lists so that you can make sure everything is purchased.
- View a supermarket and determine how much it will cost to purchase everything needed for an upcoming family celebrations
- Create a Venn Diagram to compare the typical meal time customs in Washington Township with those in the target language countries
- View Infographics displaying foods commonly consumed for different meals in target language countries and compare to what is typical in the U.S.

Interpersonal:

- Students divide into pairs and interview each other about their favorite foods and drinks for a presentation to the class. After the interviews are complete, each pair will introduce the other student to the class supplying the information gathered during the interview.
- Create / Write a dialogue between two people discussing the foods and drinks they eat most often.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
- [KWL Chart](#)
- [KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Free-time activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)
- TPR response
- Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry
- Whiteboard responses
- Smartboard responses
- Exit slips / Polls
- Grammar: The verbs **prendre, vouloir** and **boire** in context
- Grammar: regular -ir verbs in context
- Grammar: the partitive in context
- Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc.
- Student Blogs
- Matching vocabulary with photos
- Reading comprehension using authentic sources
- Cloze Statements - where students must insert appropriate vocabulary.
- Concentration game with vocabulary
- **Word Splash Activity** - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram

Summative Assessments:

<ul style="list-style-type: none"> • Survey students in class about their favorite food or drink. • Write a letter or postcard about a meal one has had at a new restaurant. <p><u>Presentational:</u></p> <ul style="list-style-type: none"> • Create a PowerPoint, Prezi, iMovie, etc. displaying the contents of a restaurant menu. • Illustrate pictures of people sharing a meal. • Post a restaurant review on Instagram or on a blog. • Write an email to a pen pal talking about foods and drinks (www.epals.com). • Maintain a food and exercise journal in an attempt to live a healthy life style • Create a TV commercial advertising a restaurant or a food or drink product. • Create a menu. • Make a shopping list. • Plan a meal for a party. • Present a week's menu plan for your family. • Write out your favorite recipe and give directions. 	<ul style="list-style-type: none"> • Chapter Test / Unit Test • Performance Assessment showing proficiency with "Can Do" statements and rubric
<p><u>Benchmarks:</u></p> <p>As a middle school student, you are now making your own food choices. More often than not, adults are no longer determining what you are consuming. Therefore, you need to know how to make healthy choices at mealtime. Do you need to change your ways to be healthier or more like Spanish-speaking food guidelines?</p> <p><u>Interpretive:</u></p> <p>Read several documents including various food pyramids and menus in the target language to help you gain a better understanding of the target culture's diet. Demonstrate your understanding by answering comprehension questions.</p> <p><u>Presentational:</u></p> <p>Based on the information that you have learned about healthy eating and the menus before you, choose which restaurant you would visit in which you could eat and enjoy the most healthy meal possible based on your eating preferences and explain why.</p> <p><u>Interpersonal:</u></p> <p>You need to know how to make healthy choices at mealtime. Based on the documents that you have in front of you, discuss which plate you would like to order and why. Then discuss whether or not this is a healthy selection based on what you have learned in class.</p> <p>The Novice-Mid(6-12) Benchmark in the Model Curriculum may also be used.</p>	

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- 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.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Use class sets of vocabulary flashcards to reinforce new terms
- Complete a crossword puzzle
- Make a Venn Diagram to compare meal times and celebrations in target language countries and the U.S.
- *Entrevista y Reportaje* – Interview a classmate about his or her favorite foods and drinks – Switch roles – and then write a paragraph or two describing his or her preferences.
- Set a table
- Make a menu
- Create a poster with foods
- Role-play talking about various foods and drinks
- Write a critique of a meal
- Write a description of a meal
- Taste-testing of various foods and drinks
- Survey about food
- Have groups of three act out a scene in which one student invites the others to her/his house for breakfast. Students refuse seconds of foods.
- Have students present 6 sentences about what they want/don't want to eat drink. Record answers.
- Role-play a café scene
- Make a restaurant advertisement
- Good eating habits poster or brochure
- Watch *GramActiva Videos* to reinforce grammar concepts
- Play *Sí o No game*
- Use [Conversation Cards](#)
- Role Plays
- Skits
- Have students volunteer to read and act out the character roles from the Videohistoria.
- Complete video activities that accompany the Videohistoria.
- Sequence Events of a schedule using pictures, comics, sentence strips, etc.
- Listen to and Label a schedule
- Sentence Strip Activity – Cut apart a paragraph / story and have students and or groups put it back in order.

Resources:

[The Hungry Planet- Food Portraits](#)
[Spanish Infographics](#)
[Food & Restaurant Activities \(covers all 3 modes\)](#)
[Healthy Living](#)
[Hobbies & Sports](#)
[Soccer- World Cup](#)
[Mi plato](#)
[Sobremesa](#)
[Eating Customs](#)
[Foods to try in Mexico](#)
[Table Setting](#)

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. Students, through SEL, are able to 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

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

4.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> compare and contrast meals and related cultural practices in the U.S. and target-language countries in a multi-media presentation.
3.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> compare and contrast, using digital tools, the ways that nutrition is viewed and meal times are spent in target language countries and in the United States ask and respond to simple questions regarding their preferred foods and drinks incorporate simple requests, questions and preferences to create an authentic conversation regarding their preferred foods and drinks
2.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> recall vocabulary related to foods, drinks and meal time customs recall vocabulary related to healthy habits use the verbs comer, beber, deber, pedir, server, preferir use adjectives to describe foods and drinks arrange foods by groups ask about price and pay the check demonstrate proficiency in choosing correct adjective/noun agreement read a brief paragraph about meal time customs listen to and understand information about food preferences identify cognates describe foods and drinks common at family celebrations explain differences and similarities between meal time customs in target language countries and in the U.S.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<u>Gifted & Talented Requirements</u> <ul style="list-style-type: none"> Have students write a paragraph describing foods that are traditional to their family. Students should be encouraged to add additional vocabulary to their work other than what has been presented to the class. Have students write directions for cooking their favorite food or meal.
Struggling Learners	<ul style="list-style-type: none"> Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. Provide students with a list of specific words and phrases you want them to know. Model different ways in which they can combine words and phrases for communication. Have students create a section of their notebook for vocabulary and a separate section for grammar. Allow students to accompany vocabulary words with pictures and English translations. Teach content in chunks Use of TPRS
English Language Learners	<u>ELL Resources</u> <ul style="list-style-type: none"> Highlight academic vocabulary. Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. Use of TPRS, songs and visuals. Provide a buddy <p>Use of iPad to revisit videos, etc.</p>
Special Needs Learners	<u>Special Education Resources</u> <ul style="list-style-type: none"> Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability Teach content in chunks Use of highlighters, study guides, organizational aids Allow use of word banks (as per IEP). Provide students with a copy of notes (as per IEP) and partner with a buddy <p>Use of TPRS, songs and visuals.</p>

Interdisciplinary Connections

Indicators

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

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

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

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 4contribute 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.

Integration of 21st Century Skills

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 judgements and decisions by analyzing evidence, claims, 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 the ability to generate and execute 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 a 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.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentation:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video/web conferencing, texting, and IM'ing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, video casts, 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.

Unit Description: This unit teaches students to communicate in all three modes to describe their preferred leisure time activities. Students will use the target language to exchange information with their peers to include: different places around Washington Township, different modes of transportation commonly used, directions to and from places in the community, places to which they travel on the weekends and during school breaks. Students will also explore the similarities and differences between after-school life in Washington Township and other target language countries. By the end of this unit, students will be able to navigate through authentic school-related texts and use brief memorized phrases to communicate about familiar topics related to their preferred leisure time activities.

Unit Duration:

Desired Results

CORE IDEA	STANDARDS
Interpretive: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture(s). • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal: Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

<p>Presentation: Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. • 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<p>Intercultural Statements:</p>	<p>Possible Topics</p>
<p>Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.</p>	<p>Communities, animals and their habitats, technology, geography, climate, fine and performing arts.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Community life and expectations of citizens compared to life and citizenry in the United States, reasons for and patterns of animal migration, changes to human life because of technology, impact of geography on individuals, the outcomes of climate change on the target people, reflection of a society in its fine and practical arts.</p>
<p>Indicators: Interpretive:</p> <ul style="list-style-type: none"> • Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about preferred leisure time activities (e.g. sports, extra curricular clubs/activities, places around town etc.) • Match pictures based on oral descriptions of locations • Read and listen to information about leisure time activities • Listen to and watch a video about different activities students prefer to do in their free time • Read and listen to descriptions of different places of interest • Compare the typical after-school activities in Spanish-speaking countries to those in the United States • Understand cultural perspectives on after-school life and extra curricular activities (more time spent with family than friends) • Recognize common gestures, intonation, and other visual or auditory cues of the target language • Listen to and understand directions to different locations around town/on a map • Listen to an invitation from a friend and determine to where you are being invited and at what time <p>Interpersonal:</p> <ul style="list-style-type: none"> • Engage in short unrehearsed/unscripted conversations with classmates and teacher as well as heritage speakers in which they ask and answer questions related to typical after-school and leisure time activities in Washington Township and those in Spanish-speaking countries 	

- Speak about places of interest during free time and on breaks from school
- Describe ways to travel to different places around town
- Describe ways to travel to different destinations on school breaks/the weekend
- Speak about different activities enjoyed at different locations
- Ask for directions to different places around town/on a map
- Give directions to different places around town/on a map
- Extend an invitation to a friend for an after school activity
- Accept or decline an invitation from a friend
- Tell your classmates different places to which you like to go and the modes of transportation used to travel

Presentational:

- Use lists and/or chunks of language, and memorized phrases to compare typical after-school and leisure time activities in Washington Township to those of Spanish-speaking countries
- Use phrases to describe favorite activities to do in my free time to an audience
- Present and or write about my preferred leisure time activities
- Present and discuss information about my favorite leisure time activities
- Present and or write information about different places to which I like to travel with my family and friends during free time
- Use the verb IR to explain to which places I like to go and how often
- Write an e-mail to a friend inviting him/her to spend time with you at a specific place on the weekend
- Create a written presentation to showcase to a target audience and apply skills that show proficiency at this level
- Imitate appropriate gestures, intonation and common idiomatic expressions of the target language during daily interactions

Cultural Content Statement(s):

The amount of leisure time available and how it is spent varies among cultures (topics that assist in the development of this understanding should include, but are not limited to: likes, dislikes, pastimes, schedules and travel).

Understandings: *Students will understand that...*

1. People in the target language countries spend their free/leisure time in similar/different ways to those in the United States.
2. People reflect their cultural perspectives in their choice of leisure activities.
3. People's personalities and physical abilities influence and are reflected in their choice of leisure activities.
4. A home and a family are specific to the culture in which one is raised and in which one lives.
5. Many target language countries do not offer sports teams at school; students participate after school in programs similar to parks and recreation teams in Washington Township
6. It is very common for people in the target language countries to spend their free time with their family more than their friends.
7. It is important to use context clues and visual aids when attempting to interpret the target language

Essential Questions:

1. How are typical leisure activities for me similar to typical leisure activities for someone my age in target language countries?
2. How are typical leisure activities for me different to typical leisure activities for someone my age in target language countries?
3. How do our lifestyles and where we live determine our leisure time activities and how much leisure time we have?
4. How do my personality, my physical abilities and where I live influence my choice of leisure activities and daily lifestyle?
5. What would I expect to change if I were to spend time as a student in a target language country?
6. How can I better understand what I hear and read in the target language?

Assessment Evidence

Performance Tasks:

5 Rules for the 3 Modes

In order to help students better master this unit remember these rules when selecting activities:

1. They must be **authentic**.
2. They should always be **engaging**.
3. Activities should be **varied**.
4. They need to be **focused** around the unit theme.
5. Class/teacher should be 90% in **target language**.

Interpretive (reading and listening)

- Listen as a classmate describes his weekly schedule. Use a calendar to mark down on which days he completes different activities.
- Watch a video (Realidades 1 Videohistoria 4A) about 3 students introducing themselves to a new student at their school. As they inquire about his preferred leisure time activities, determine what they have in common.
- Read a brief email written by your penpal describing his daily/weekly after school activities. Based on the information that he provides, determine which activities you both have in common and extend an invitation to spend time with you this weekend.

Other Evidence:

Pre-Assessment:

- Vocabulary evaluation/analysis
- [KWL Chart](#)
[KWL Chart](#)
[KWL Chart - Example](#)
- "Can Do" self-assessment rubric
- Quick Write
- **Graffiti Wall** - Use large butcher paper and title it with a theme or big idea or topic from unit (i.e. Free-time activities) Students over a certain amount of time (a day-a week) write thoughts/ideas/opinions that come to mind regarding the title. Have them initial each. Keep track of what students record. The graffiti wall then can be used throughout the unit by adding new information, correcting misconceptions, categorizing, developing vocabulary, etc. for you to use later.

Formative Assessments:

- Reading / Interpreting Realia - Reading Strategies: Pronunciation and Comprehension strategies
- Written assessments (homework, quiz, test, e-mails, pen pal, scripts / written dialogues)

<ul style="list-style-type: none"> • Create a Venn Diagram to compare the typical after school activities in Washington Township with those in the target language countries • View schedules for different individuals and determine what their personality may be like based on their activities <p><u>Interpersonal:</u> (dialogue with each other and with teacher)</p> <ul style="list-style-type: none"> • Extend an invitation to a classmate to a party at your house for your birthday. Give an appropriate response after your classmate accepts or declines your invitation • A friend in your Spanish class is trying out for the same soccer team as you this weekend. He is new to the area and needs directions to the fields. Give your friend direction from WTHS to the fields for the try outs. • There is a new student in your class and you decide to befriend him. Ask him what his favorite things to do in his free time are and invite him to do one of those activities with you this weekend. • Take a survey of your classmates to find out their favorite leisure time activities. • Have a discussion with a partner about the differences and similarities between after school activities in target language countries and the U.S. <p><u>Presentational:</u> (writing and speaking to an audience)</p> <ul style="list-style-type: none"> • Write an email to a penpal in Mexico to describe your favorite things to do after school and during breaks from school • Create a Venn Diagram that compares after school life in the U.S. and target language countries. • Create a multimedia rich presentation to describe your ideal weekend 	<ul style="list-style-type: none"> • TPR response • Station / Center based work Reading / Pronunciation in the target language Oral prompting and inquiry • Whiteboard responses • Smartboard responses • Exit slips / Polls • Familiar Commands • Modes of Transportation • Names of places around town • The verb IR in the near future tense • Noun / Adjective Agreement • Teacher quiz / Socrative / Kahoot It! / Quizlet Live, etc. • Student Blogs • Matching vocabulary with photos • Reading comprehension using authentic sources • Cloze Statements - where students must insert appropriate vocabulary. • Concentration game with vocabulary • <u>Word Splash Activity</u> - content vocabulary is placed on a board, chart, large paper in a random 'splash'. Students are asked to use the words in sentences, a paragraph, captioned drawing, or diagram <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Chapter Test / Unit Test • Performance Assessment showing proficiency with "Can Do" statements and rubric
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Benchmarks:

Based on the target language culture's leisure activities, am I more likely to lead a healthier lifestyle in Washington Township or in a Spanish-speaking country?

Interpretive Task:

Looking at documents from the target language country (extracurricular school activity schedules, recreational center schedules, movie schedules, resorts, summer camps) show that you have gained an understanding of how the target language countries encourage their citizens to lead a healthy lifestyle by answering comprehension questions.

Presentational Task:

The Gloucester County Tourist Bureau is in need of assistance making materials for Spanish-speaking families. They have reached out to the Superintendent looking for a language class to assist them and he has recommended your class. Using the documents read in class, create a commercial, brochure, or other document for the Gloucester County Tourist Bureau to use to show Spanish-speaking families all of the local activities that Washington Township offers to stay active/healthy.

Interpersonal Task:

Based on the documents that you have read (extracurricular school activities, recreational center schedules, food pyramids, movie schedules, resorts, summer camps), discuss with a friend which area of the world— Washington Township or Spanish-speaking countries – would be best suited to help you start to lead a healthier lifestyle. Consider which specific aspects are most appealing to you and ask your partner his/her opinion. Teacher will guide you regarding how he/she will monitor/record this conversation.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- 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.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Low: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate Mid: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

<i>Assessing Performance Assessing Proficiency</i>	<i>Assessing Performance Assessing Proficiency</i>
Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired	Based on instruction: Describes what the language learner can demonstrate based on what was learned Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations	Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level	Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices. Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time	

Learning Plan

Learning Activities:

- Pronunciation Practice – Repeat nursery rhymes, poems, songs, tongue twisters, etc.
- Reading Strategies – Identify cognates, activate prior knowledge and summarize main ideas.
- [KWL Chart](#) / [KWL Chart](#)
- Use class sets of vocabulary flashcards to reinforce new terms
- Create an ideal after school schedule and present to the class.
- Complete a crossword puzzle
- Make a Venn Diagram to compare after school activities in target language countries and the U.S..
- Interview your classmate about his or her favorite free time activities
- Listen to a description of a location and point to the place being described on a map
- *Entrevista y Reportaje* – Interview a classmate about his or her favorite and least favorite activities – Switch roles – and then write a paragraph or two describing his or her preferences.
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write a description of your favorite places to go during vacation
- Play *Sí o No game*
- Use [Conversation Cards](#)
- Role Plays
- Skits
- Have students volunteer to read and act out the character roles from the Videohistoria.
- Complete video activities that accompany the Videohistoria.
- Sequence Events of a schedule using pictures, comics, sentence strips, etc.
- Listen to and Label a schedule
- Sentence Strip Activity – Cut apart a paragraph / story and have students and or groups put it back in order.

Resources:

[Pasatiempos](#)

[Places in the City](#)

[Transportation](#)

[Bicycles](#)

[Public Transportation](#)

[How do Spaniards spend time?](#)

[Teenage life in Spain](#)

[Popular Leisure time activities in Spain](#)

[Pasatiempos de Jovenes](#)

Additional Vocabulary:

Lake = el lago

Museum = el museo

Supermarket = supermercado

Camp ground = el campamento

Ocean = el océano

River = el río

Boardwalk = el entablado

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. Students, through SEL, are able to 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

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

4.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> Survey and report on how WTPS students compare with target country student regarding what they do during their free-time activities during different times of the year and in a different climactic condition
3.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> compare and contrast ways free time is spent in target language countries and in the United States. This can be done digitally or using a multimedia-rich presentation. ask and respond to simple questions regarding their preferred leisure time activities extend invitations to others using memorized words and phrases accept or decline invitations from others using memorized words and phrases provide directions to different locations using the affirmative tú commands
2.0	<u>Students will be able to:</u> <ul style="list-style-type: none"> recall vocabulary related to locations in the community recall vocabulary related to leisure time activities use the verb IR to create the near future tense use adjectives to describe different activities describe the location of different places in the community demonstrate proficiency in choosing correct adjective/noun agreement conjugate verbs in the 3rd person singular form read a brief paragraph about after school activities listen to and understand descriptions of different places around the community identify cognates describe activities typically committed after school and on brekas from school explain differences and similarities between leisure activities in target language countries and in the U.S.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Gifted & Talented Requirements <ul style="list-style-type: none"> • Have students write a paragraph including information on their personal interests outside of school. Students should be encouraged to add additional vocabulary to their work other than what has been presented to the class.
Struggling Learners	<ul style="list-style-type: none"> • Extended time, partner with buddy, visuals, use of iPads to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know. • Model different ways in which they can combine words and phrases for communication. • Have students create a section of their notebook for vocabulary and a separate section for grammar. • Allow students to accompany vocabulary words with pictures and English translations. • Teach content in chunks • Use of TPRS
English Language Learners	ELL Resources <ul style="list-style-type: none"> • Highlight academic vocabulary. • Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc. and its definition and how it differs with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy <p>Use of iPad to revisit videos, etc.</p>
Special Needs Learners	Special Education Resources <ul style="list-style-type: none"> • Extended time, multiple choice possibilities, matching, visuals, use of iPads to revisit the video, special apps that assist with disability • Teach content in chunks • Use of highlighters, study guides, organizational aids • Allow use of word banks (as per IEP). • Provide students with a copy of notes (as per IEP) and partner with a buddy • Use of TPRS, songs and visuals.

Interdisciplinary Connections

Indicators

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>

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 4contribute 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.

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

For 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 judgements and decisions by analyzing evidence, claims, 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 the ability to generate and execute 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 a 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.

Communication:

Interpersonal:

Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings and opinions.

Interpretive:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational:

Learners present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Culture:

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain and reflect between the products and perspectives of the cultures studied.

Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its culture.

Language Comparisons:

Learners use the language to investigate, explain and reflect on the nature of the language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities:

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement.

Technology:

Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

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