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:	Introduction to High School Spanish

Grade Level(s):	9-12

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

Course Description:	This course is designed as an introduction course for the student who has little or no experience with the Spanish language. The course is an interactive introduction to Spanish emphasizing the interpretive, interpersonal and presentational modes of communication in the target language and the essentials of the cultures of the Spanish-speaking world. Students will learn to use Spanish to engage in elements of basic daily life in predictable common settings at the Novice Mid level and move along the proficiency continuum towards a Novice High.

Grading Procedures:	The goal of this Spanish course is for students to demonstrate proficiency on the ACTFL proficency scale and move along the continuum from the Novice low to the Novice mid level in speaking, reading, writing and listening In the target language. The students will also continuously compare and contrast the culture of the target language countries to their own. Students will reinforce and further their knowledge of other disciplines through the study of foreign language and make connections. Proficiency will be assessed through integrated performance assessments, as well as formative and summative assessments in the areas of interpersonal, interpretive and presentational skills. Grading on report cards is:
	     50% Primary Assessments (benchmarks, tests, projects)
	     35% Secondary Assessments (class participation, quizzes)
	     15% Support Assessments (Homework preparation)

	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 <u>Realidades I</u> written by Peggy Boyles, Myriam Met, Richard Sayers, and Carol Eubanks-Wargin; published by Pearson Education, Inc., Copyright 2014.			

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.

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Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages/ESL K-12

Written: July 2017   Revised July 2021

Revised: _____

BOE Approval: _____

Unit 1 Title: All About Me

Unit Description: This unit teaches students how to communicate in all three modes to describe themselves and members of their family. Student will be able to greet and introduce themselves to others and give basic information such as their origin, age and birthdate. Students will explore ways that others are greeted in different cultures that may be different from what is common in the United States. Students will use the alphabet to spell words such as their first and last name. Students will be able to engage in light conversational topics including the weather and how they are feeling that day. Students will also be able to describe their own likes, dislikes and personality traits, as well as those of their family members.

Unit Duration: This unit is designed to last throughout the first marking period.

Desired Results

Standard(s): PLEASE USE THESE STANDARDS FOR ALL UNITS!

Interpretive Mode of Communication Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 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. • 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 communication between and among people is the exchange of information and the negotiation of meaning.	• 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 communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	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.
Intercultural Statement	**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, reasons 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 age, personality traits and expressions of likes and dislikes.
- Listen to others describing themselves and their family members.
- Recognize common gestures and phrases for greetings and leave-takings of the target language.
- Compare common practices for greetings and leave-takings in Spanish- speaking countries.
- Determine personality traits based on the likes and dislikes of others.

Interpersonal:
- Use appropriate greetings and leave-takings from the target culture to engage in short unrehearsed conversations with classmates and the teacher.
- Discuss daily weather conditions.
- Express basic information orally such as first and last name, origin, age and birthdate.
- Ask and answers questions about basic information such as first and last name, origin, age and birthdate.
- Discuss likes and dislikes of self and others.
- Speak about family members.
- Describe personality traits of self and others
- Describe how they are feeling using "Me duele(n)…"

Presentational:
- Use lists and or chunks of language, and memorized phrases to compare greetings and leave-takings in the United States to those of Spanish-speaking countries
- Use phrases to describe personality traits of self and others to an audience.
- Present and or write about lilkes and dislikes of self and others.
- Present and discuss information about one's family members and their ages.
- Present and or write information about the weather in context with family activities.
- 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):

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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:	**Essential Questions:**
Students will understand that…	• How does culture affect the way we greet each other and respond to salutations?
• It is important to use context clues and cognates when attempting to aurally and visually interpret the target language.	• How has technology influenced communication?
• It is common to use more affectionate gestures when greeting or leaving others in many Spanish-speaking countries.	• How does culture affect the perspective on age and activities.
• Cultural greeting practices play an important role in meeting someone for the first time.	• How does culture affect personal identity and preferences?
• Comparing similarities and differences between cultures deepens understanding of customs and traditions.	
• There are different ways to greet people with whom you are familiar or unfamiliar.	
• It is expected that a great amount of respect will be shown to elders and to people in positions of authority. Celebrations are intergenerational in Hispanic/Latino cultures.	
• The Spanish alphabet includes a different amount of letters then the alphabet of the United States and it is not the same as the original alphabet	

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)

- Match pictures with descriptions given in written and/or aural form
- Read a brief paragraph about a person and determine their likes/dislikes based based on their personailty traits
- Read a brief paragraph about a person and identify cognates
- Listen as others state their birthdate; record this information to determine age
- Listen as others decribe their likes/dislikes; use a chart to record this information and determine with whom you have the most in common
- Show a video clip of a weather report from a Spanish-speaking country; students determine what the weather is like for that day
- Read a brief introduction between two people and decide if they are speaking formally or informally to each other
- Create a Venn Diagram to compare greetings and leave takings in Spanish speaking countries with those of the U.S.
- When given a list of people, determine if the formal or informal tone should be used
- Read a brief description of a person and decide if a male or female is being described
- Show a video of the Spanish alphabet to determine similarities and differences between the letters included in the Spanish alphabet and the alphabet used in the U.S.
- Show the video "Amigos por Internet" and record information about the personality of each person
- Students create a class birthday list by moving around the room asking others their birthdate and recording that information

Other Evidence:

Pre-Assessment:

Self-reflection: "Can Do" statements

Interpretive:

- I can understand, read documents and listen to audio clips related to self descriptions and descriptions of others.

Interpersonal:

- I can ask and answer questions to a friend or family member to taslk about myself.
- I can use basic information to introduce myself
- I can ask others for basic information about themselves.

Presentational:

- I can present information about myself and others in my family.

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
- Exit slips / Polls
- Weather
- Numbers
- Alphabet
- Noun / Adjective Agreement
- Teacher quiz / Socrate / 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

- Distribute flashcards (pictures only) to each person in the class; the teacher makes a statement describing a like/dislike and each person holds up the flashcard of the activity mentioned
- Watch the video (Le gusta) and use the handout to record likes/dislikes

Interpersonal (dialogue with each other and with teacher)

- In pairs, students practice greeting and leaving each other at different times of the day
- In pairs, students engage in a brief introductory conversation asking for the name, origin, birthdate and age of their partner
- In pairs or with teacher, pretend you are in a Spanish speaking country and need to visit a doctor's office because you are ill. During the phone conversation each person must greet the receptionist, describe your illness (Me duele(n)…", state and spell your first and last name, give birthdate and age, cell phone number and give an appropriate leave taking expression.
- In pairs, ask and tell ages and basic descriptions of family members
- In pairs, take turns asking what activities each person likes to do more
- In pairs, take turns asking what personailty traits are more appropriate to describe each other
- Give students fake name tags, call up two students to have a brief conversation introducing themselves and using the informal or formal tone as necessary
- Speed Dating Game

Presentational (writing and speaking to an audience)

- Draw a self portrait and surround the picture with words that describe your personality and likes/dislikes
- Introduce yourself to the class by giving your name, origin, birthdate and age
- Introduce your family (real or fake) to a small group by creating a multimedia family tree and include names, ages, personality traits and likes/dislikes
- As an application for the Spanish club, each student writes a brief autobigraphical paragraph
- Create a chart to indicate likes and dislikes
- Students fill in a guided monologue (example: Guided Monologue) and present to the class
- Create Bubble Maps (example: Bubble Map) "Yo soy, Yo no soy, Me gusta, No me gusta"
- Create a ist of personality traits that would make you a good candidate for a job
- Create a list of personality traits that make you a good friend

- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

- Create a list of personality traits of a role model

ASSESSMENT:

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency. 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.

Benchmarks: This school year it is your goal to become more involved in extra curricular activities.

Interpretive task: Read descriptions of different clubs/sports teams in your student handbook. Find 5 clubs or groups that you would like to join and give a reason for each. "Me gusta jugar al…" "Yo soy…"

Presentational Task: You have decided that you definitely want to join the Spanish Club. For the first meeting, new members always give a brief introduction of themselves. Create a presentation for the club that includes your name, age, personality traits and activities that you like to do in your free time or at school and what season/part of the year these activities take place.

Interpersonal: You are meeting with your guidance counselor to ask about any clubs or groups that she thinks you may like to join. Have a brief conversation with your counselor (teacher) describing yourself so that she can give you a few suggestions.

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 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
- Play *¿Quién Es Quién?* game using descriptive adjectives.
- Create a Family Tree and present to the class.
- Complete a crossword puzzle
- Make and discuss papel picado and display in the classroom.
- Interview your classmate about his or her family
- *¿Qué le gusta hacer a tu _____?* – Talk about what your friends and family members like to do Have students complete *Rompecabezas* about family members, pets and celebrations.
- *Entrevista y Reportaje* – Interview a classmate about his or her family (real or imaginary) – Switch roles – and then write a paragraph or two describing his or her family based on the information provided.
- Watch *GramActiva Videos* to reinforce grammar concepts
- Write a description of a role model
- Determine what your last name would be if we used the Spanish naming system in the United States.
- 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 party / celebration using pictures, comics, sentence strips, etc.
- Listen and Label a family tree (fill in names, ages, relationships, etc.)
- *Sentence Strip Activity* – Cut apart a paragraph / story and have students and or groups put it back in order.

Family Tree Project
Como Soy Yo Project
Bubble Map
15 Alphabet Songs
National Spanish Weather Forecast
Madrid 10 Day Forecast
Weather Overview Map
Basic Greetings
Greetings
Numbers 1-100
Las Vocales

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
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
Digital Dialects
EdModo
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
FLENJ
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
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

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
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 Language Exercises](#) – Juan Ramón de Arana
[Spanish Langauge and Culture](#) - Barbara Kuczun Nelson
[Spanish Learning Lab](#) – Free Communicative Lessons / Free Listening Exercises
[Spanish Listening](#) – Videos and Recordings of Native Speakers
[Spanish Plans](#) – Comprehensible Input
[Spanish Playground](#) – Videos, Music, Readings and Interactive Link
[Spanish Proficiency Excersises](#) - 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](#)
[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)
[Today's Meet](#) – Creat Chat Rooms
[Trabalenguas](#) – Great For Pronunciation Practice (www.teacherspayteachers.com)
[Travel and Culture](#) – Video Worksheets
[Verb Conjugation Chart](#) – (FREE) - (www.teacherspayteachers.com)
[Voice Thread](#)
[World Language Classroom](#) – Resources and Activities
[World Stories](#) – Stories From Around The World
[Yabla](#)
[Zambombazo](#) – Zachary Jones's website

Newspapers 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, Excersises and Vocabulary Lists
[Veinte Mundos](#)
[World Stories](#) – Stories From Arouond The World

Writing Prompts
[Writing Prompts Spanish](#) (FREE)
[Writing Prompts in English and Spanish](#) (FREE)
[Foreign Language Writing Project](#)
[Foreing 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
Quizlet
Quia
Videoele
Yabla

Presentation Software
Blogger - Blog
Book Creator (for writing stories and or essays)
EdDraw – Visulation Solutions (Charts and Diagrams)
EdPuzzle – Cut Down Videos and Insert Comprehension Questions
Fotobabble – Share and Narrate Pictures
Glogster
Google Drive
Haiku Deck
iMovie
Keynote
Lingt – Create Speaking Exercises For Your Students
Live Journal - Blog
OneNote
Padlet
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
FLENJ Rubrics – By Level

Stations
Chat Stations
Reading Stations

– Gives a good general idea of how stations work

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.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.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.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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.

4.0	Students will be able to: • Infer from authentic readings and compare/contrast cultural practices at a Novice High level.
3.0	Students will be able to: • Use digital tools and face to face communication to ask classmates and members of the target culture simple questions related to likes and dislikes, personality descriptions, age and preference. • Create a presentation utilizing the vocabulary learned in this unit. (see benchmark) • Express preference using memorized words and phrases. • Exchange information usng words, phrases and short sentences practiced in class on familiar topics • Understand cultural perspectives on family and celebrations • See benchmarks
2.0	Students will be able to: • Ask and respond to simple questions • Ask someone's age • Tell my age • Recognize cognates • Skim and scan target language culturally authentic audio, video, or written text to gain the gist of the main idea/concept. • Recite and apply the Spanish alphabet • Greet others appropriately • Understand noun/adjective agreement (feminine/masculine/singular/plural) • Use punctuation appropriately (comma used instead of decimal in writing currency, currrency is different, tilde, accents) • Identify vocabulary for topics that include but are not limited to family members, age, preference, activities, descriptions and personality traits. • Discuss things they like to do • Describe themselves based on the activities like to do • Discuss things their friends and family members like to do • Describe friends and family members based on the activities they do • Describe their own personal characteristics • Describe friends and family members based on the activities they do
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 • Have students choose a Spanish speaking country and reseach the locale's popular places, events or holidays. Use pictures or graphics to add interest. • Have students research artists from Spanish speaking countries. Find out information on their life, other artists who influenced their work and show an example of their work. Students should share work with their classmates. • Bring in pictures of people in various professions, such as firefighters, judges, athletes, comedians, etc. and write a list of personality traits for each profession.
Struggling Learners	• Extended time, partner with buddy, visuals, use of laptops to revisit the video, etc. • Provide students with a list of specific words and phrases you want them to know using graphic organizer. This will provide easy reference for oral, listening and writing activities throughout the chapter. • 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 as well as phonetic pronunciations if necessary. • Help students identify cognates.
English Language Learners	ELL Resources • 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 defers with the material in the textbook.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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

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	Culture and geography can shape an individual's	Awareness of and appreciation for cultural	Solutions to the problems faced by a global society

points of view and experiences.	experiences and perspectives.	differences is critical to avoid barriers to productive and positive interaction.	require the contribution of individuals with different points of view and experiences.

Technology

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

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: School Community

Unit Description: This unit teaches students to communicate in all three modes to describe a typical school day in their town. Students will use the target language to exchange information with their peers to include: daily class happenings, likes and dislikes about school, and descriptions of the school community. Students will also explore the similarities and differences between 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 school life.

Unit Duration: This unit is designed to last throughout the second marking period.

Desired Results

Standard(s):

See Unit 1 for applicable standards

This CPI supports Anchor Standard 46 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

Indicators:

Interpretive:
- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about school life (e.g. schedules, class descriptions, school materials etc.)
- Match pictures based on oral descriptions of classroom objects
- Read and listen to information about school topics
- Listen to and watch a video about a first day of school
- Read and listen to descriptions of classes and teachers
- Compare the typical school day in Spanish-speaking countries to those in the United States
- Understand cultural perspectives on school life and extra curricular activities
- 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 a typical school day in Washinton Township and those in Spanish-speaking 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 a typical school day in Washinton Township and to those of Spanish-speaking countries
- Use phrases to describe my schedule and my classes to an audience
- Present and or write about my typical day at school
- Present and discuss information about my favorite class
- Present and or write information about my least favorite class
- Use the verb IR to explain to which classes I go and at what time during the day
- 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):

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, celebrations, 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. 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 similiar to a typical school day for someone my age in target language countries?
2. How does culture impact school schedules, opening/lunch/closing times?
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. How does culture impact extra-curricular activities?
9. How are education systems different and similar?

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)

Other Evidence:

Pre-assessment:
Self-reflection: "Can Do" statements
Interpretive:
- I can understand, read documents and listen to audio clips related to school life.
Interpersonal:
- I can ask and answer questions to a friend or family member to tell my school schedule.
- I can talk to my friends and family members about my classes.

- 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 1 Videohistoria 2A) about 2 students on their first day of school. One student has major issues with her schedule. Based on the information you see and hear in the video, detrmine what the issues is with her schedule and what she does to resove 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 languge countries require the same materials as schools in our community

Interpersonal: (dialogue with each other and with teacher)
- Pretend that it is the first day of school and you meet up with your best friend before homeroom to compare your schedules. Ask your friend what classes he has for each period of the day and write down his responses. Answer his questions about your schedule as well.
- In your Spanish class you have met another student who is in a higher grade than you. You want to know their opinion of some of the classses and teachers that you have this year. Ask your friend to describe the classes and teachers of yours that he had in the past. Decide if you agree or disagee with his opinions.
- Take a survery of your classmates to find out which of their current classes is their favorite and why.
- Take a survery of your classmates to find out which of their current classes is their least favorite and why.
- Have a discussion with a partner about the differences and similarities between schools in target language countries and the U.S.

Presentational: (writing and speaking to an audience)
- Write an email to a penpal in Mexico to describe your school schedule this year and which classes you find to be most interesting, practical, difficult etc.
- Create a Venn Diagram that compares school life in the U.S. and target language countries.
- Create a multimedia rich presentation to describe your ideal schedule
- Create a multimedia rich presentation to describe the necessary materials for school and their costs in the U.S. and target language countries

- I can talk to my friends and family members about my teachers.

Presentational:
- I can present information about my school day.
- I can present information about schools in target language countries.

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
- Exit slips / Polls
- Ordinal Numbers
- Class Names
- The verb IR
- Noun / Adjective Agreement
- Teacher quiz / Socrate / 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
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks: Your family is hosting an exchange student from Mexico for a few weeks during this school year. Show your understanding of school life in Spanish speaking countries so that you can anticipate the differences to which your new friend will have to adjust.

Interpretive: Watch a video of a student from a target language country as she gives a tour of her school and classroom, including the materials in her backpack. Read a brief paragraph about a student and his typical day at school. Using information from both of these activities, answer questions to show your comprehension.

Presentational: Compose an email to your new friend describing school life in Washington Township so that he knows what to expect when he arrives at WTHS. Note what is similar/different to his school in his country.

Interpersonal: When your new friend is in Washington Township, he will be shadowing you during your school day. Answer his questions about the times of your classes, descriptions of your teachers and your classes. OR interview an ELL student who comes from a target country.

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.

Assessing Performance Assessing Proficiency	*Assessing Performance Assessing Proficiency*
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 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 dias de clases?
Los Tres Tristes Tigres
Septiembre (song)

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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

• 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.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.

4.0	**Students will be able to:** • incorporate simple requests, questions and preferences to create an authentic conversation regarding their daily school life at a Novice High level • 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:** • compare and contrast educational institutions and their practices in my own culture versus those in Hispanic culture using our ELL community as a resource • ask and respond to simple questions regarding their school schedule • make requests and express preferences regarding their school schedule using memorized words and phrases • exchange information related to school schedules, activities and comparisons with target country
2.0	**Students will be able to:** • 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 • 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	Gifted & Talented Requirements • 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	• 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 • 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 defers with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of IPad to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

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Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 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

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	Culture and geography can shape an individual's	Awareness of and appreciation for cultural	Solutions to the problems faced by a global society

points of view and experiences.	experiences and perspectives.	differences is critical to avoid barriers to productive and positive interaction.	require the contribution of individuals with different points of view and experiences.

Technology

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

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 3 Title: In my Community

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: This unit is designed to last throughout the third marking period.

Desired Results

Standard(s):

See pages 4 & 5 for World Languages Standards

- This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
- This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
- This CPI supports Anchor Standard 1
- This CPI supports Anchor Standard 6 CCSS-ELA Writing.
- This CPI supports Anchor Standard 4, 5 & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
- This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about preferred leisure time activites (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 activites 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

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 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
- Look at a map and describe the location of different places using words such as: next to, in front of, to the left.right of, behind…etc.

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 activites 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):

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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:
Students will understand that…
1. People in the target language countries spend their free/leisure time in simimliar/different ways to those in the United States.
2. People reflect their cultural perspsectives in their choice of leisure ativities.
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 aides when attempting to interpret the target language

Essential Questions:
1. How are typical leisure activities for me similiar 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 decribes 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 activites, 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 activites you both have in common and extend an invitiation to spend time with you this weekend.
- 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 personailty may be like based on their activities

Interpersonal: (dialogue with each other and with teacher)
- 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

Other Evidence:

Pre-assessment:
Self-reflection: "Can Do" statements
Interpretive:
- I can understand, read documents and listen to audio clips related to after school life.
Interpersonal:
- I can ask and answer questions to a friend or family member to tell my favorite leisure time activites.
- I can talk to my friends and family members about my favorite places to go in the community.
- I can give directions to different places around Washington Township.
Presentational:
- I can present information about my typical after school/free time activities.
- I can present information about after school activites and how free time is spent in target language countries.

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
- Exit slips / Polls
- Familiar Commands
- Names of places around town
- The verb IR in the near future tense
- Noun / Adjective Agreement

- 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 acitivtes with you this weekend.
- Take a survery 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 activites in target language countries and the U.S.

Presentational: (writing and speaking to an audience)
- 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

- Teacher quiz / Socrate / 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
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

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Benchmarks: You are planning to spend some time as a student in Mexico since you really enjoyed your time spent with the student that your family hosted from Mexico last month. Show your understanding of after school life in Spanish speaking countries so that you can anticipate the differences to which you will have to adjust.

Interpretive: Read an e-mail from your friend describing the different activites that are available for you to enjoy while in Mexico. Fill out a calendar with all of the different things that you would like to do with your friend.

Presentational: Before you leave for Mexico, your Spanish teacher gives you a journal so that you can record your experience. Create 5 brief journal entries describing different activities that you enjoyed and how you and your friend spent your free time. Show you understand the Mexican culture by discussing 3 activities that are common in Mexico which you plan to do.

Interpersonal: When you arrive in Mexico, your new "family" wants to know more about you. Answer their questions about your favorite things to do in your free time.

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.

Assessing Performance Assessing Proficiency	_Assessing Performance Assessing Proficiency_
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 schoolactivites 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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

• 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.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.

4.0	**Students will be able to:** • incorporate simple requests, questions and preferences to create an authentic conversation regarding their preferred leisure time activities at a Novice High Level • develop a multimedia presentation explaining the similarities and differences between ways free time is spent in target language countries vs. their own
3.0	**Students will be able to:** • compare and contrast ways free time is spent in target language countries and in the United States. • use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. • ask and respond to simple questions regarding their preferred leisure time activities • extend invitiations to others using memorized words and phrases and sentences • accept or decline invitiations from others using memorized words, phrases and sentences • provide directions to different locations using the affirmative tú commands
2.0	**Students will be able to:** • 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 • 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	• 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 • 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 defers with the material in the textbook. • Use of TPRS, songs and visuals. • Provide a buddy • Use of IPad to revisit videos, etc.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 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	Culture and geography can shape an individual's	Awareness of and appreciation for cultural	Solutions to the problems faced by a global society

points of view and experiences.	experiences and perspectives.	differences is critical to avoid barriers to productive and positive interaction.	require the contribution of individuals with different points of view and experiences.

Technology

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

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.

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Unit 4 Title: Food and Celebrations

Unit Description: This unit teaches students to communicate in all three modes to describe their diet and how food is used to celebrate with family. Students will use the target language to exchange information with their peers to include: their preferred foods/drinks for each meal, healthy habits in which they engage, foods associated with celebration and favorite foods to order at a restaurant. Students will also explore the similarities and differences between meal time customs 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 favorite foods and ways they celebrate with their families.

Unit Duration: This unit is designed to last throughout the fourth marking period.

Desired Results

Standard(s):
See page 4 & 5 for World Languages Standards

- This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.
- This CPI supports Anchor Standards 1, 2, & 3 CCSS-ELA Reading.

- This CPI supports Anchor Standard 6 CCSS-ELA Writing and Anchor Standard 1 CCSS-ELA Speaking & Listening.
- This CPI supports Anchor Standard 1 CCSS-ELA Speaking & Listening.
- This CPI supports Anchor Standard 6 CCSS-ELA Writing.
- This CPI supports Anchor Standard 4, 5 & 6 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.
- This CPI supports Anchor Standard 4 CCSS-ELA Writing and Anchor Standard 4 CCSS-ELA Speaking & Listening.

Indicators:

Interpretive:

- Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about food options and preferences
- Match pictures based on oral descriptions of foods and exercise activities
- Read and listen to information about celebrations with family
- Listen to and watch a video about common foods and drinks for breakfast, lunch and dinner in target language countries
- Read and listen to descriptions of food and food groups
- Compare the typical meal time customs in Spanish-speaking countries to those in the United States (sobremesa)
- Understand cultural perspectives on healthy activites and eating habits (most important meal of the day)
- Recognize common gestures, intonation, and other visual or auditory cues of the target language
- Listen to and understand suggestions for maintaining ones health
- Listen to an order at a restaurant and determine what is being requested

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 preferred foods and drinks for different meals
- 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
- Order food at a restaurant
- Tell your classmates your preferred healthy habits (different exercises, playing sports)

Presentational:

- Use lists and/or chunks of language, and memorized phrases, simple sentences to compare typical meal customs in Washington Township to those of Spanish-speaking countries
- Use phrases and simple sentences to describe favorite foods and drinks
- Use phrases and simple sentences 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):

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, celebrations, school, likes/dislikes, and pastimes.)

Understandings:	Essential Questions:
Students will understand that… 1. People in the target language countries spend their meal times in similiar/different ways to those in the United States. 2. People reflect their cultural perspsectives 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	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 do we describe foods and drinks? 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?

Assessment Evidence

Performance Tasks:	Other Evidence:
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 food preferences for each meal. Use a chart to check off what he mentions • Watch a video (Realidades 1 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. • 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.	**Pre-assessment:** Self-reflection: "Can Do" statements Interpretive: • I can understand, read documents and listen to audio clips related to food, drink and exercise. Interpersonal: • I can ask and answer questions to a friend or family member to tell my favorite foods and drinks. • I can talk to my friends and family members about my favorite exercise activities. • I can give suggestions for living a healthy life. Presentational: • I can present information about my favorite foods. • I can present information about meal time customs in target language countries. **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

- 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: (dialogue with each other and with teacher)
- 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.
- 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.

Presentational: (writing and speaking to an audience)
- 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.

- Whiteboard responses
- Exit slips / Polls
- Describe a table setting
- Use colors to describe foods and drinks
- The verbs pedir and server
- Use and recognize vocabulary related to healthy habits
- Noun / Adjective Agreement
- Teacher quiz / Socrate / 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
- Integrated Performance Assessment or a component
- Performance Assessment showing proficiency with "Can Do" statements and rubric

Benchmarks: You have decided that during the upcoming summer break you want to develop and maintain some healthy habits.

Interpretive: Listen to a radio interview as others describe their daily habits. Use a chart to write down which of their habits you should and should not do on your journey to a healthier life style.

Presentational: You want to maintain a food and exercise journal to hold your self accountable during the summer. Record what you drink and eat for each meal and any acitivties you complete that day as well as where you completed them.

Create one postcard from a Spanish friend in a Spanish city of your choosing. Write a brief note on the postcard detailing a special restaurant meal that is typical from that city and some activities your friend did. End the postcard with "wish you were here" in the target language. (You are writing the postcard from the perspective of your Spanish friend. You will be receiving this postcard from him/her.)

Interpersonal: Answer questions that your family members have about your new life style and offer some suggestions for them to follow.

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.

Assessing Performance Assessing Proficiency	Assessing Performance Assessing Proficiency
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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

• 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.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.

4.0	**Students will be able to:** • incorporate simple requests, questions and preferences to create an authentic conversation regarding their preferred foods and drinks at a Novice High level
3.0	**Students will be able to:** • compare and contrast ways 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 • compare and contrast meals and related cultural practices in the U.S. and target-language countries in a multi-media presentation.
2.0	**Students will be able to:** • 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 • 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	Gifted & Talented Requirements • 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 ro meal.

Struggling Learners	• 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
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Interdisciplinary Connections

<u>Indicators</u>
Comprehensive & Physial Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade

evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 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.

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