



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: Grade 1 Spanish

Grade Level(s): First Grade

Duration:	<i>Full Year:</i>	on a three school rotating schedule	<i>Semester:</i>		<i>Marking Period:</i>	
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Course Description: The First Grade world language program follows a proficiency model of a Novice learner. Units were created to integrate/align with the health, science and social studies standards so students would learn Spanish in context. Students will learn more adjectives to describe friends and family members. They will be discuss the life cycle of the Coqui frog in Puerto Rico and the Rain Forest. This will include discussion on how humans affect their environment. Students will also have a unit on the Food Pyramid and healthy breakfasts. All students will be able to engage in meaningful conversation, to understand and interpret spoken and written language and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Grading Procedures:		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.
Primary Resources:	NJ WL Standards webpage, First Grade curriculum for science, health and social studies, authentic resources, bilingual children's books.			

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.

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

Designed by:	Rosemarie Armstrong, Supervisor of World Language & ESL, K-12
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Under the Direction of:	Gretchen Gerber, Director of Elementary Curriculum and Instruction
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Written:	Rosemarie Armstrong
Revised:	Jennie Nilson, July 2021
BOE Approval:	

Unit Title: All About Me

Unit Description:

This unit enhances vocabulary learned in Kindergarten regarding family and self. Students will learn additional describing physical and personality traits vocabulary and be able to state ages of friends and family. Extended family vocabulary will be learned as well.

Unit Duration: ½ – one marking period

Desired Results

Standard(s):

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSL ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- B. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

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

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

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

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

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

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

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

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

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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

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

World Languages Education in the 21st Century

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

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

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

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

- Communicates in more than one language with the levels of language proficiency 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.

World Language Indicators:

Interpretive: The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

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, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- The Spanish language has a different structure, sound, and flow than the English language.
- The ability to begin to understand and apply a second language can be achieved in a short period of time.
- They can introduce themselves and others in Spanish for different time periods/audiences/occasions.

Essential Questions:

- How are we alike and different?
- How can we be more tolerant and inclusive?
- How do I describe people in Spanish at a novice level?
- How is the structure for comparing/contrasting different in Spanish?
- What are some key similarities and differences between Spanish and English?
- What is the best way for me to retain as much language as possible in long-term memory?

<ul style="list-style-type: none"> Communities are similar in Spanish-speaking countries, but shopping habits, meal times, and values around family dinners may be different. 	<ul style="list-style-type: none"> How might the context help me understand words I do not know? How are greetings different with regard to age, respect, and time of day? How are families similar/different in Spanish-speaking countries compared to the U.S.? How are communities similar/different in Spanish-speaking countries compared to my community? How can I benefit from the mindfulness practices I am learning in my 1st grade classroom in Spanish?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Review of common greetings and introduction Review of colors/basic classroom objects Recognize vocabulary for family members including aunts, uncles, cousins, great grandparents, step father/mother/children, godparents Describing vocabulary – physical traits and personality Responding to questions “Como es _____?” using Ser Answering age questions and using tener expressions today and yesterday (tenia and tengo/tiene) (hambre, sed, calor, frio, sueños) Haber and hay 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Exit passes Pictionary Matamoscas TPR White Board responses Quizlet/Quizzit Socrative Role Plays Academic Games Headbandz game with classroom objects Video games/Youtube using vocabulary Songs Chants Drawing Matching Sorting Vimeo, Animoto.com, video photobooth, MoMa, Tellegami Haiku Deck, Prezi, Google Slides
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Benchmarks

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
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
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
Integrated Performance Assessment with Can-Do statements, Brief introduction of self and family, communicating hunger, thirst, sleepy, tired, hot, cold, responding to the question, “How do you feel today?”	
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.

Learning Plan

Learning Activities:

- Review greetings for different times of the day and with different audiences
- Spencer Henry workshop materials – All About Me Booklet – apply to Spanish. (Health Curriculum)
- Everyone's Special coloring worksheet (Health curriculum)
- Describing the student of the week – personality and physical traits
- Identify characteristic of a good student (Social Studies(SS) Curriculum)
- Compare/contrast student of long ago and today (SS Curriculum)
- Compare/contrast students around the world selecting a few of the 21 Spanish-speaking countries
- Read and Discuss Families are Different and Something for Everyone
- Make Venn Diagram for siblings. Compare and contrast different types of families
- Paired partners to color a family picture, label and talk to your partner (I have a _____, I have a _____ using tener)
- Using tener with ages of siblings/friends
- Discuss differences in family traditions in target culture compared to United States
- Puppet play with family puppets
- Matching with vocabulary
- Hide the paper doll/puppet grandma (or any family member) and seek
- Web/writing: My community is . . . It has . . . , it also has . . . I love to _____ in my community (SS curriculum)
- Community map directions (over, under, near, far, left and right)
- Identifying classroom objects by color/location in the room
- With my eye, I spy . . . game
- Hide and Seek game with objects
- Hide and Seek game

- Magic/mystery box
- Pre-teach new vocabulary using TPR, real photos videos and storytelling prompts with family, community words and colors/numbers
- Use music and rhythms as part of the lesson (Eat, Sing and Dance Tacos CD)

Resources:

The following resources can be used for the entire curriculum:

Eat, Sing and Dance Tacos – all volumes on CD

100 Reproducible Activities Spanish Elementary, Instructional Fair, Inc.

[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](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

[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](#)

[Discovery Education and Streaming](#)

[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](#)
[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](#)
[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 Language 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 Excercises - 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](#)
[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 \(\[www.teacherspayteachers.com\]\(http://www.teacherspayteachers.com\)\)](#)
[Travel and Culture – Video Worksheets](#)
[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, Exercises and Vocabulary Lists

[Veinte Mundos](#)

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

Writing Prompts

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

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

[Foreign Language Writing Project](#)

[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](#)

[Haiku Deck](#)

[iMovie](#)

[Keynote](#)

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

[Live Journal - Blog](#)

[Padlet](#)

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

[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](#)

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

[Spanish Music Appreciation Stations](#)

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

[Listening Stations / Centers Task Cards](#)

[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](#)

[Real Academia Española](#)

[World Culture Encyclopedia](#)

<http://www.brighthubeducation.com/spanish-lesson-plans/128207-teaching-the-imperfect-spanish-verb-tense/>

<http://grammar.spanishintexas.org/verbs/narration/>

<https://www.pinterest.com/aks4pack/un-acto-heroico/?lp=true>

YouTube video

<https://www.pinterest.com/pin/444519425702178975/>

<https://www.pinterest.com/pin/444519425696557717/>

Storybird

[http://storybird.com/books/el-mejor-regalo-para-](http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book)

[pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book](http://storybird.com/books/el-mejor-regalo-para-pablo/?token=e5cv9v&utm_source=storybird&utm_medium=email&utm_campaign=share-book)

<http://jacobsesp3.blogspot.com/2012/06/en-las-noticias-un-acto-heroico.html>

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

Standard(s):

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

4.0	Students will be able to: <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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3.0	Students will be able to:
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	<ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during activities - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to greetings, state of being and introductory conversations
2.0	Students will be able to: <ul style="list-style-type: none"> - Choral read/repeat greetings, asking how are you? - Repeat, sing along with salutation songs - Repeat various states of being - Point to pictures
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<p>Use differentiation strategies to allow students to reach their own proficiency level. Review Can Do statements and ACTFL Proficiency guidelines for each mode (Interpersonal, Interpretive and Presentational) to allow students to reach their full potential. The Novice Mid, Novice High and Intermediate Low guidelines are included at the beginning of this document.</p> <p>Gifted and Talented website: https://www.state.nj.us/education/aps/cccs/gandt/</p>
Struggling Learners	<p>NJ Tiered Systems of Support https://www.state.nj.us/education/njtss/ Review templates for Universal Designs for Learning Refer to I&RS Committee for strategies/assistance</p>
English Language Learners	<p>Review FABRIC document in NJDOE site for English Language Learners. Become trained in Sheltered English Instruction Meet with ESL teacher for modifications/strategies https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm https://www.state.nj.us/education/bilingual/resources/</p>
Special Needs Learner	<p>Allow more wait time, follow IEP or 504 for student Refer to guidance counselor or case worker with questions. https://www.state.nj.us/education/njtss/</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Unit Title: Food Plate – Breakfast foods and fruit

Unit Description: Using the book, *La Oruga Muy Hambriente (The Very Hungry Caterpillar)*, students will learn basic breakfast foods and fruits.

Unit Duration: 7 lessons

Desired Results

Standard(s):

Interpretive:

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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

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- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSL ELA standards:

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R9. Analyze and reflect on how

two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

D. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

D. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

E. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

F. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

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

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

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

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

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

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

Standards in Action: Climate Change:

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

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

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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

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

World Languages Education in the 21st Century

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

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

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

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

- Communicates in more than one language with the levels of language proficiency 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.

World Language Indicators:

Interpretive:

The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things

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, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- Lunch is a bigger meal in Spanish-speaking countries.
- Spain has very late dinners which are usually lighter/smaller meals
- Tapas are very popular in Spanish-speaking countries.
- There are many fruits/vegetables that are used in the Spanish diet and diets depend on location. (near the sea)
- Families eat together as a custom in many Spanish-speaking countries.
- Parties are multi-generational.
- There are many different types of peppers.

Essential Questions:

- What are differences in culinary choices, traditions and habits in various Spanish speaking countries? How do they compare to students' various cultures? How can we learn to appreciate and respect those differences?
- Is the food pyramid different in other countries than in the U.S?
- What are similarities and differences in lunch/dinner meal practices in Spanish-speaking countries compared to the United States?
- How do lifestyles/family activities affect family mealtimes?

<ul style="list-style-type: none"> The siesta is still in practice in rural areas of Spain. 	
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Count from one to ten Recognize Shapes: circle, square, triangle, oval, rectangle Compare: big/small (grande/mediano/pequeno) mas/menos Categorize breakfast foods in the food pyramid Use the five senses with breakfast foods/fruits Haber and hay (numbers) Ayer, hoy, manana Preferences with gustar and negatives (me gusta/no me gusta) 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Total Physical Response Singing/dancing to songs/chants Matching sentence strips with visual cues Matching pictures Exit passes Pictionary Matamoscas TPR White Board responses Quizlet/Quizzit Socrative Role Plays Academic Games Headbandz game with classroom objects Video games/Youtube using vocabulary Songs Chants Drawing Matching Sorting Vimeo, Animoto.com, video photobooth, MoMa, Tellegami Haiku Deck, Prezi, Google Slides
Benchmarks	
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
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
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
<p>Integrated Performance Assessment with Can-Do statements Matching senses to body parts Participating in Simon says game Communicating hunger, thirst, sleepy, tired, hot, cold Responding to the question, "How do you feel today?"</p> <p>The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.</p> <ul style="list-style-type: none"> 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.

Learning Plan

Learning Activities:

Pre-reading using The Very Hungry Caterpillar (La Oruga Muy Hambrente) Book, Eric Carle:

- Practice the names of the foods from the story with a magic box and TPR, natural approach, questions, and sentence strips.
- Match food words with pictures that show one or more than one food.
- Discuss singular, plural, number and gender in relation to the pictures.
- Create a bar graph of favorite foods
- Sort foods by sweet or salty, hard or soft or other categories (color) (dulce/salado)
- Sort foods by me gusta and no me gusta
- Sort by the sense you use
- Practice the days of the week, the date, and numbers using a calendar
- Notice the difference between calendars from the USA and Spanish-speaking countries

Reading:

- Listen to the story and imitate actions
- Listen to the story and raise pictures
- Create a student storyline with pictures

Post-reading:

- Create a story map
- Try some foods from Puerto Rico, Spain, etc.
- State preferences for foods

Resources: See LP from Diana Alfaro, Vazque and Panagakos from Rutgers University Model Lessons (Attached)

<https://www.slideshare.net/fran12ces/la-pequea-oruga-glotona-11980728>

<https://www.youtube.com/watch?v=g11vCMejbD4>

<https://www.teacherspayteachers.com/Product/Oruga-Hambrienta-Quien-tiene-Activity-2455322>
<https://www.teacherspayteachers.com/Product/Spanish-cut-paste-color-activity-for-La-Oruga-Muy-Hambrienta-1809238>
<https://spanishmama.com/the-very-hungry-caterpillar-in-spanish/>
<https://www.pinterest.com/pin/3659243423091877/?lp=true>

<https://www.teacherspayteachers.com/Browse/Search:la%20oruga%20muy%20hambrienta>

<https://www.pinterest.com/pin/219198706838001561/?lp=true>
<https://www.pinterest.com/pin/443182419557998148/?lp=true>

<https://www.youtube.com/watch?v=HgMvDQCR-E8>
<https://vimeo.com/179769286>

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): THESE STANDARDS AND TARGETS CAN BE USED FOR ALL UNITS

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

<ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during activities - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to food, days, numbers - Indicate which foods are liked and disliked
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat food and drinks, likes, dislikes, days, numbers - Repeat, sing along with traditional culinary songs - Repeat days and numbers - Point to pictures
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Title Calendar and Seasons**Unit Description:**

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler

Seasons can tie in with their science unit on the planets. Sun, moon, months of the year, seasons of the year and weather in each season.

Unit Duration: one marking period**Desired Results****Standard(s):****Interpretive:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSLA ELA standards:

NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLA.W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- E. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
- F. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- G. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - H. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - I. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

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

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

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

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

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

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

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning:

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

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.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave takings, and common classroom interactions, and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread and IMing.

- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

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

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

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

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

- Communicates in more than one language with the levels of language proficiency 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.

Indicators:

Interpretive:

The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

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, school, likes/dislikes, and pastimes.)

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The weather in the Southern Hemisphere is opposite the weather/season in the North. • The Spanish write the date day/month/year • The first day of the week is Monday • The Aztec calendar was used for centuries • Other countries use Celcius to measure temperature. The U.S. uses Fahrenheit. • Many countries get tropical weather and hurricanes which affects the materials used for housing. • School calendars may be different in other countries. • Weather affects what countries produce (coffee, bananas, etc.) 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Are seasons and the weather the same around the world? • How has climate change affected weather patterns, conditions and events throughout the Spanish speaking world? • Are dates/calendars and mathematical symbols the same in Spanish-speaking countries as the U.S.? • Is time viewed differently in other places? • What system is used to measure temperature in the U.S. and in other countries? • How does weather affect lifestyles? • How does weather affect natural resources?
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Students can answer weather questions • Students can match weather phrases to photos of weather • Students can match weather to months • Students can write the date in the Spanish manner • Students can match weather/seasons in the Northern and in the Southern hemisphere • Students know the four seasons vocabulary 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit passes • Pictionary • Cartoons/conversation bubbles • Matamoscas • TPR • White Board responses • Quizlet/Quizzit • Socrative • Role Plays • Academic Games • Headbandz game with classroom objects • Video games/Youtube using vocabulary • Songs • Chants • Drawing • Matching • Sorting • Vimeo, Animoto.com, video photobooth, MoMa, Tellegami • Haiku Deck, Prezi, Google Slides
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
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
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

Integrated Performance Assessment with Can-Do statements Matching weather conditions to seasons Participating in Simon says game acting out with TPR various types of weather Communicating windy,rainy, hot, cold Responding to the question, "How is the weather today?"

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.

Learning Plan

Learning Activities:

- Combining colors and numbers
- Calculate simple mathematical concepts with cubes/dominoes/manipulatives
- Months of the year song
- Days of the week song
- <https://www.youtube.com/watch?v=bPRyy4DPcJg&t=76s>
- Picture books about days of the week, seasons, weather
- Season song
- Engage in small conversations by using yes/no answers or simple sentences
- Pictionary
- Matamoscas game
- Tell/write the date each day
- Have parents who have lived in other countries talk about how weather affected their lifestyle growing up.
- Use maps and the globe to talk about the Northern/Southern hemisphere and the equator
- Watch weather videos: <https://www.youtube.com/watch?v=orSIEorzUHU>

<https://www.youtube.com/watch?v=g7mXGT-KkC8>

<https://www.youtube.com/watch?v=69ZoGBG> Has

<https://www.youtube.com/watch?v=g7mXGT-KkC8>

- Dress a class mascot for the weather and tell what weather it is facing
- Seasons: <https://www.youtube.com/watch?v=U7W5oKx6g2I>
- Seasons: <https://www.youtube.com/watch?v=vf6-Gy1IQN0>
- Picture books: El Invierno (Las Estaciones) (Spanish Edition) (Abdo Kids: Las Estaciones) (Spanish) Paperback – January 1, 2016
- Concentration/memory game with weather, days of the week, months of the year,
- Simple math games – Chutes and Ladders for counting/colors CandyLand for Counting/Colors
- Make a weather book or a weather journal
- Students role play the weather forecast and include the day/month/year
- In Social Studies students are learning different holidays. Have them match them to calendar month and tell what weather would be expected on that holiday.
- Introduce the book, Where's Waldo and have students determine where he is and what weather he is facing. Students can create miniature Waldo's and journal as to where he is each day based on teacher putting him on a world map showing the different countries. Answer questions about weather/temperature based on where Waldo is placed for the day.
- Fun with Aztec Calendar: <https://www.pinterest.com/pin/518547344566009603/?lp=true>
- <https://www.pinterest.com/pin/272608583673652435/?lp=true>
- <https://www.lessonplanet.com/search?keywords=aztec+calendar>
- Quack videos on weather and calendar
- Mayan Calendar – first grade lesson in symmetry
<https://www.pinterest.com/pin/170433167123482562/?lp=true>

Resources: See all resources listed in first unit plus the ones input above which relate to this unit.

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

Standard(s): THESE STANDARDS AND TARGETS CAN BE USED FOR ALL UNITS

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during activities - Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits related to weather, seasons, months
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Choral read/repeat months, weather and season vocabulary - Repeat, sing along with weather and months songs - Repeat various states of climate - Point to pictures
1.0	<p>With help, partial success at level 2.0 content and level 3.0 content:</p>
0.0	<p>Even with help, no success</p>

Unit Title: Science Life Cycle – Ecotourism in Puerto Rico**Unit Description:**

This unit ties into the science and social studies units for First Grade. In this unit, students will compare students/citizenship in Puerto Rico with students in the United States. The climate of Puerto Rico will be discussed and the science unit of life cycles will be reinforced by learning about the Coqui frog. Students will be comparing/contrasting the Puerto Rican culture and the influence of Puerto Rico on the United States.

Unit Duration: one marking period**Desired Results****Standard(s):****Interpretive:**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
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- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

The World Language curriculum supports the following NJSLS ELA standards:

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how). RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure RL.K.4. Ask and answer questions about unknown words in a text. RL.K.5. Recognize common types of texts (e.g., storybooks, poems). RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

G. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

H. Continue a conversation through multiple exchanges.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- J. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- K. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- D. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science, Health, and Social Studies Kindergarten units are also supported in this curriculum.

Interdisciplinary Connections

Indicators:

[ELA / WL Alignment](#)

Science

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

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

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

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

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

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

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

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

Integration of 21st Century Skills

Indicators:

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

Focus on standards 9.1, 9.2 and 9.4

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

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

Critical Thinking and Problem-solving

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

By the end of grade 2

Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.

By the end of grade 5

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

By the end of grade 8

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.

By the end of grade 12

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.

By the end of grade 2

Individuals from different cultures may have different points of view and experiences.

By the end of grade 5

Culture and geography can shape an individual's experiences and perspectives.

By the end of grade 8

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

By the end of grade 12

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

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

World Languages Education in the 21st Century

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

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

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

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

- Communicates in more than one language with the levels of language proficiency 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.

Indicators:

Interpretive:

The Novice-Mid language learner understands and communicates using a variety of words, phrases and memorized expressions and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates a variety of words, phrases and memorized expressions to independently:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

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, school, likes/dislikes, and pastimes.)

Understandings:

Students will understand that...

- The coqui is an amphibian
- The coqui is a frog from Puerto Rico and comes in various colors
- Location of Puerto Rico
- Puerto Ricans is a commonwealth of U.S and Puerto Ricans have some U.S. citizens rights/responsibilities but don't have right to vote if they live in Puerto Rico.
- Puerto Ricans are the second largest Spanish-speaking population in the U.S. (behind Mexicans)

Essential Questions:

- How has climate change affected El Yunque?
- How do animals protect themselves?
- What is a life cycle?
- How does the Spanish language and culture influence the United States and its territories?
- How does the Puerto Rican culture influence the U.S.?
- How is weather different (and why) around the hemisphere?
- How do human beings affect their environment?
- How does the coqui communicate?

- Capital of Puerto Rico is San Juan
- Important places in Puerto Rico
- Climate in Puerto Rico (this will scaffold weather vocabulary from Kindergarten)
- Colors of Puerto Rican flag
- Life Cycle of a frog in very basic terms
- Sound of the coqui
- Protecting El Yunque is important
- Similarities and differences in culture and practices in Puerto Rico.
- Understand that sound can cause vibrations
- Understand how the coqui communicates
- NGSS LS1.A All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect and seek, find, and take in food, water and air (1LS1-1)

- How do I add more details to my conversation/writing to move up on the proficiency scale?

Assessment Evidence

Performance Tasks:

- Teacher will tell students “color the _____ (insert animal) red”
- Matching colors with rainforest
- Imitating sounds using pitch/volume
- Labeling frog parts
- Drawing the life cycle of the coqui
- Listing similarities/differences in culture
- Creating posters to save El Yunque
- Recognizing Puerto Rican music
- Compare/contrast Rainforest to our woods here in Sewell
- Compare/contrast weather in Puerto Rico with Sewell, NJ
- TPR
- Academic games
- Singing
- Reciting poetry

Other Evidence:

- Exit passes
- Pictionary
- Matamoscas
- TPR
- White Board responses
- Quizlet/Quizzit
- Socrative
- Role Plays
- Academic Games
- Headbandz game with classroom objects
- Video games/Youtube using vocabulary
- Songs
- Chants
- Drawing
- Matching
- Sorting
- Vimeo, Animoto.com, video photobooth, MoMa, Tellegami
- Haiku Deck, Prezi, Google Slides

Benchmarks

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
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
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

Integrated Performance Assessment with Can-Do statements Matching senses to climate and weather in Puerto Rico, including the rain forest, perform skit about life cycle of coqui.

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.

Learning Plan

Learning Activities:

- Locate Puerto Rico on a map
- Tell the typical weather in Puerto Rico “Es tropical. Es lluvioso. Hace calor. Hace sol.”
- Think-pair-share vocabulary activities
- USE THIS SITE - Lesson Plans on BoricuaKids <http://www.elboricua.com/BKlessonplans.html>
- Children’s folk songs: <http://www.elboricua.com/BKsongs.html>
- USE THIS SITE: https://www.dltk-kids.com/world/puerto_rico/
- USE THIS SITE: https://www.edhelper.com/geography/Puerto_Rico.htm
- Sentence strips to put vocabulary together to make a sentence.
- Pre-teach new vocabulary using TPR, objects, realia, visual presentations and story-telling prompts
- Play music from:
- Famous Puerto Ricans https://www.huffingtonpost.com/2012/07/25/puerto-rican-celebrities-boricuas_n_1700489.html
- Puerto Rican singers https://en.wikipedia.org/wiki/Category:Singers_from_San_Juan,_Puerto_Rico
- https://www.thefamouspeople.com/puerto_rico.php
- Read La Leyenda del Coqui
- Read The Iguana and the Coqui
- Observe a video clip of the coqui
- Coqui sounds: <https://www.youtube.com/watch?v=4whmfhrWgSA> This accompanies science unit on vibrations where students are defining pitch and volume. Students are explaining how animals use vibrations to communicate.
- Coqui sounds: <https://www.youtube.com/watch?v=1i0DnaoRKqo>
- El Yunque sounds <https://www.youtube.com/watch?v=liomxZDeYSY>
- Have students imitate Coqui sound
- Pre-teach and guide students to learn how to make questions
- Pictionary
- Matamoscas with vocabulary
- Jeopardy or trivial pursuit with culture questions
- Have students look through books like: Salta, Ranita, Salta by Robert Kalan, Frog and Toad by Arnold Lobel, Los Anfibios, Puerto Rico books from the library. Do picture walks with any of these
- List ways to protect the environment and create posters about reducing, reusing and recycling
- Create posters about endangered species
- Review animals found in El Yunque (enhance animal vocabulary learned in Kindergarten)
- Mystery box game with animals you will find in El Yunque
- Graphic organizers to compare Puerto Rican culture to the U.S.
- Life cycle diagrams/organizers for the frog
- National Geographic clip on El Yunque <https://www.youtube.com/watch?v=Y9D7LgV1DKE>
- CNN video on El Yunque <https://www.youtube.com/watch?v=IMPt8Cvq254>
- <https://www.education.com/worksheets/coqui+frogs/> KidZone worksheets for frogs/mini booklets
- Rainforest worksheets <https://www.education.com/worksheets/rainforests/>
- Pinterest – children’s books on the Rainforest <https://www.pinterest.com/RainforestTrust/rainforest-childrens-books/?lp=true>
- Picture walk and Read The Great Kapok Tree, The Lorax, The Rainforest TPR ACTIVITY WITH THIS
- Label parts of the Coqui
- Colorin Colorado for English learners
- Have students create a bulletin board on Puerto Rico
- Counting how many animals are in a book/in the rainforest
- Colors of the rainforest – matching/identifying
- Make the Puerto Rican Flag and compare/contrast to the U.S. flag
- Compare foods of Puerto Rico with what students eat for breakfast, lunch, dinner, snack, drinks
- Fruits of Puerto Rico can be compared when doing the breakfast/fruit unit
- Explanation of Boricua

- Virtual field trip to El Museo del Barrio in NYC <http://www.elmuseo.org/visit/>
- Puerto Rican Day Parade in Philly <https://www.visitphilly.com/things-to-do/events/puerto-rican-day-parade/>
- Puerto Rican Day Parade in NYC
- <https://www.teacherspayteachers.com/Browse/Search:puerto%20rico>
- Pinterest lesson plans on Puerto Rico <https://www.pinterest.com/pin/398639004500467683/?lp=true>
- Coordinate with music/art teacher to perform/review artists and music of the island

Resources: See list from first unit and links above pertinent to this unit.

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

Standard(s): THESE STANDARDS AND TARGETS CAN BE USED FOR ALL UNITS

Interpretive:

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal:

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational:

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

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

4.0	Students will be able to: <ul style="list-style-type: none"> - Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
3.0	Students will be able to: <ul style="list-style-type: none"> - Imitate appropriate gestures and intonation of the target culture(s)/language during activities - Imitate, recite, and/or dramatize simple songs, skits, conversations related to life cycles, rain forests, culture and geography - Imitate poetry, rhymes, songs, and skits related to life cycles and culture
2.0	Students will be able to: <ul style="list-style-type: none"> - Choral read/repeat geographical, life cycle vocabulary - Repeat cultural facts and information - Point to pictures
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success