



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	<b>Third Grade Spanish</b>				
<b>Grade Level(s):</b>	<b>3</b>				
<b>Duration:</b>	<i>Full Year:</i>	40 minutes/wk	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	This course is an introduction to Spanish via a video immersion experience. Activities are designed for learning by discovery, getting the gist, and having students apply what they learn. Emphasis is on interactive reinforcement and communicative-based learning, speaking, reading and writing in the target language and discovering the cultural nuances of the language.				
<b>Grading Procedures:</b>	On-line assessments will be reviewed by Supervisor to assess program. Students will receive a participation grade and be graded Satisfactory/Unsatisfactory on report cards.				
<b>Primary Resources:</b>	Foreign Language 4 Kids by Kids				

## 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 21<sup>st</sup> century skills for College and Career Readiness in a global society

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

<b>Written:</b>	Rosemarie Armstrong
<b>Revised:</b>	Jennie Nilson, July 2021
<b>BOE Approval:</b>	

**Unit Title:** Basketball aren't for Breakfast

**Unit Description:**

Viewers are introduced to 3 brothers as they come downstairs to eat breakfast. The personalities of the 3 boys are slowly revealed with one loving to eat, one loving to read, and one loving to play basketball. Viewers are also introduced to the family's dogs, one of whom dreams about eating the breakfast on the table, and the other who wants only to sleep.

**Unit Duration: 8 Weeks**

**Desired Results**

**Standard(s):**

*Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

**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 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 state 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](#)

**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>

### **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 21<sup>st</sup> 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.
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**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.

**Communication:**

**Interpersonal:**

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

**Interpretive:**

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

**Presentational:**

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

**Culture:**

**Relating Cultural Practices to Perspectives:**

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

**Relating Cultural Products to Perspectives:**

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

**Connections:**

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

**Acquiring Information and Diverse Perspectives:**

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

### **Language Comparisons:**

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

### **Cultural Comparisons:**

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

### **Communities:**

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

### **Lifelong Learning:**

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

### **Technology**

- 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.



**Academic Vocabulary:**

<b>Spanish Words:</b>	<b>Translation:</b>
Desayuno	Breakfast
Hola	Hello
Mamá	Mom
Donde está?	Where is/ Where is it?
Gracias	Thank You
De nada	You are welcome
Aqui está	Here is/ Here it is
Manzana	Apple
Pelota de básquetbol (Latin America) or baloncesto	Basketball
Naranja	Orange (fruit)
Uno, dos, tres, cuatro, cinco	1-5
Ahi está	There it is
Libros	Books
Pan	Bread
Huevos	Eggs
Mira	Look
Me gusta/ No me gusta	I like/ do not like
Grande	Big
Pequeño/a	Small/ Little
Dormir	To sleep

**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 express what interests them in Spanish
- Students will understand how to communicate their interests in Spanish
- Students will understand how to ask where something is located

**Essential Questions:**

- How are we alike and how are we different?
- How can we be more tolerant and inclusive?
- 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?
- How might the context help me understand words I do not know?

**Assessment Evidence**

**Performance Tasks:**

Interpretive (reading and listening)

- Online Quizzes
- Squisher Says Comic with comprehension questions
- Geography in a Jiffy
- Fast Facts

Interpersonal (dialogue with each other and with teacher)

- Rapid Review
- Flashcards
- Sticker Activities
- ¿Dónde Está?/ Ahi está! Activity
- Duck, Duck, Goose FLK Game
- Me Gusta/No Me Gusta GameT

Other Evidence:

- Various workbook pages to be completed throughout unit
- Class participation in Vocabulary practice
- Video segment viewing/engagement

**Benchmark**

**Assessing Performance**

Based on instruction: Describes what the language learner can demonstrate based on what was learned

**Assessing Proficiency**

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

Sustained performance across all the tasks and contexts for the level: To be at a level, must

the domains of a given range in those contexts and content areas that have been learned and practices.

demonstrate consistent patterns of all the criteria for a given level, all of the time

### **Integrated Performance Assessment with Can-Do statements**

Online Quizzes – Average of student scores over duration of unit. All students receive S or above. Alternative option: Rapid Review Workbook activity

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:**

- Watch Video Segment(s)
- Geography in a Jiffy
- Vocabulary Stickers
- Duck, Duck, Goose: FLK Style!
- Rapid Review Games
- Workbook Sheets
- Me Gusta/No me Gusta
- Flashcards
- Big and Little Activity
- Fast Facts
- A Gust of Grammar
- Idioms in an Instant
- Dónde Está? Class Game
- Squisher, the International Inchworm comic

**Notes:**

When lesson time is restricted- always make the video portion of each lesson the priority.

Omit Lesson 8-

Dice Off

**Resources:**

<http://www.cortland.edu/flteach/> select "digest" version

<http://www.scholastic.com>

<http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

<http://www.nclrc.org/>

<http://www.celta.net/lessons/>

<http://www.virtualtourist.com>

<http://www.cia.gov>

<http://www.worldtime.com>

<http://www.yahooligans.com>

<http://www.state.nj.us/education/modelcurriculum/wl/nmk5u1a.shtml>

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

## Unit Learning Goal and Scale

### Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</li> <li>• Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and categorize familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>• Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• Ask and respond to simple questions, make requests, and express preferences using teacher prompted words and phrases.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Match terms for familiar people, places, and objects to appropriate photograph.</li> <li>• Immediately repeat appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions following teacher demonstration.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Additional challenge to use Spanish vocabulary in daily activities, explore various aspects of Peruvian culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use Squisher cut out to locate Peru on map. <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a>
<b>Struggling Learners</b>	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit the video, Use Squisher cut out to reinforce vocabulary activities
<b>English Language Learners</b>	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a>
<b>Special Needs Learners</b>	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the video <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Unit Title: The Little Magic House****Unit Description:**

Breakfast is over and it is now 10:00 a.m. Eli and Parker are playing basketball. As they are playing, Gracie, their new neighbor, approaches.

After several unsuccessful attempts, Eli finally manages to get Parker's attention so he can introduce Gracie. Soon Eli and Gracie leave so Eli can show her his house. Eli is happy to see her, show her his house, and introduce her to his family. Gracie is surprised to find that the house is magic in that it looks small outside but is very large on the inside. Gracie then meets Eli's dogs, his mother, and his brother Andy. Andy loves nature and being outdoors so they find him planting flowers outside of his tent. Gracie is surprised again when she sees Andy pull out of his small tent a huge basket of books as he comes over to meet his new neighbor.

**Unit Duration: 9 Weeks****Desired Results****Standard(s):**

*Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. •
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

**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. NJSLW.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.

- E. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- F. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- G. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- H. 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](#)

**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>

### **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 21<sup>st</sup> Century Skills

### Indicators:

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

### Focus on standards 9.1, 9.2 and 9.4

For 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.
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**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.

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
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.

**Communication:**

**Interpersonal:**

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

**Interpretive:**

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

**Presentational:**

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

**Culture:**

**Relating Cultural Practices to Perspectives:**

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

**Relating Cultural Products to Perspectives:**

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

**Connections:**

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

**Acquiring Information and Diverse Perspectives:**

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

**Language Comparisons:**

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

**Cultural Comparisons:**

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

**Communities:**

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

**Lifelong Learning:**

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

**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.

**Academic Vocabulary:**

Spanish Words:	Translation:
Yo	I
Tú	You
Ella	She
El	He
Nosotros	We
Ustedes	You (plural)
Ellas	They (female)
Ellos	They
Hermano	Brother
Hermana	Sister

Amigo/a	Friend (male/female)
Saltar	Jump
Camiseta	T-shirt
Casa	House
Casa grande	Big house
Casa pequeña	Small house
Este/ Esta	This
Ese/Esa	That
Comer	To eat
Zapatos	Shoes
Perros	Dogs
¿Cómo te llamas?	What is your name?
Vecino/a	Neighbor
Mi/ Mis	My/ My (Plural)
Tu/ Tus	Your/ Your (plural)
Querer	To want
Tener	To have
Afuera	Outside
Adentro	Inside
La Puerta	The door
Ven aquí	Come here
Leer	To read

### 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...*

- Many products and practices related to home and community are shared across cultures while others are culture-specific.
- Definite articles in Spanish not only have gender but can also be plural
- Articles, nouns, and adjectives must agree in gender and number
- Non-verbal communication such as acting out basic action words help express meaning.

**Essential Questions:**

- What are some key similarities and differences between Spanish and English? How can I become more aware of and empathetic towards the differences?
- How do I identify objects and people in Spanish in my environment?
- How does culture affect grammar?
- How can I express myself when I do not know the words in the target language?

**Assessment Evidence**

**Performance Tasks:**

Interpretive (reading and listening)

- Online Quizzes
- Squisher Says Comic with comprehension questions
- Geography in a Jiffy
- Fast Facts

Interpersonal (dialogue with each other and with teacher)

- Rapid Review
- Flashcards
- Sticker Activities
- ¿Dónde Está?/ Ahi está! Activity
- Duck, Duck, Goose FLK Game
- Me Gusta/No Me Gusta GameT

**Other Evidence:**

- Various workbook pages to be completed throughout unit
- Class participation in Vocabulary practice
- Video segment viewing/engagement
- Informal and formal teacher observation of oral and written work

## Benchmark

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**

Online Quizzes – Average of student scores over duration of unit. All students receive S or above. Alternative option: Rapid Review Workbook activity

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:

- Watch Video Segment(s)
- Gist of Grammar
- Pronoun Game
- Amigos/Amigas sticker activity
- Hula Hoop Game
- Hermano/Hermana Sticker activity
- Geography in a Jiffy/Culture Discussion
- Workbook Pages
- Flashcard Fun activity
- Rapid Review
- Donde Está? Activity
- Duck, Duck, Goose- FLK style
- Idioms in an Instant
- Cómo te llamas
- Play Go Squish!
- Sardines- FLK Style
- Culture activity- All About Bullfighting
- Act it Out!
- Flashcard Review
- The Cumbia Dance video
- Vamos a Bailar! Video

### Notes:

When lesson time is restricted- always make the video portion of each lesson the priority.  
Omit Lesson 4 and 11- Dice Off (Also needs to be skipped as part of lesson 16)

### Resources:

<http://www.cortland.edu/flteach/> select "digest" version

<http://www.scholastic.com>

<http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

<http://www.nclrc.org/>

<http://www.cita.net/lessons/>

<http://www.virtualtourist.com>

<http://www.cia.gov>

<http://www.worldtime.com>

<http://www.yahooligans.com>

<http://www.state.nj.us/education/modelcurriculum/wl/nmk5u1a.shtml>

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

## Unit Learning Goal and Scale

### Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</li> <li>• Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and categorize familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>• Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• Ask and respond to simple questions, make requests, and express preferences using teacher prompted words and phrases.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Match terms for familiar people, places, and objects to appropriate photograph.</li> <li>• Immediately repeat appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions following teacher demonstration.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Additional challenge to use Spanish vocabulary in daily activities, explore various aspects of Peruvian culture (draw/make the flag/ cook food/ listen to music), Act out the story or comic strip using the learned vocabulary, Use Squisher cut out to locate Peru on map.  <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></p>
<b>Struggling Learners</b>	<p>Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit the video, Use Squisher cut out to reinforce vocabulary activities</p>
<b>English Language Learners</b>	<p>Additional practice with flashcards, use of iPads or laptops as available to revisit the videos  <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></p>
<b>Special Needs Learners</b>	<p>Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the video  <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

**Unit Title:** The Little Magic House

**Unit Description:**

Breakfast is over and it is now 10:00 a.m. Eli and Parker are playing basketball. As they are playing, Gracie, their new neighbor, approaches.

After several unsuccessful attempts, Eli finally manages to get Parker's attention so he can introduce Gracie. Soon Eli and Gracie leave so Eli can show her his house. Eli is happy to see her, show her his house, and introduce her to his family. Gracie is surprised to find that the house is magic in that it looks small outside but is very large on the inside. Gracie then meets Eli's dogs, his mother, and his brother Andy. Andy loves nature and being outdoors so they find him planting flowers outside of his tent. Gracie is surprised again when she sees Andy pull out of his small tent a huge basket of books as he comes over to meet his new neighbor.

**Unit Duration:** 9 weeks

**Desired Results**

**Standard(s):**

*Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

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

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

**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. NJLSW.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).
- G. 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](#)

**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 21<sup>st</sup> 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.
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**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.

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

**Technology**

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

**Communication:**

**Interpersonal:**

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

**Interpretive:**

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

**Presentational:**

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

**Culture:**

**Relating Cultural Practices to Perspectives:**

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

**Relating Cultural Products to Perspectives:**

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

**Connections:**

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

**Acquiring Information and Diverse Perspectives:**

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

**Language Comparisons:**

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

**Cultural Comparisons:**

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

**Communities:**

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

**Lifelong Learning:**

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

**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.

**Academic Vocabulary (continued):**

<b>Spanish Words:</b>	<b>Translation:</b>
Yo	I
Tú	You
Ella	She
El	He
Nosotros	We
Ustedes	You (plural)
Ellas	They (female)
Ellos	They
Hermano	Brother
Hermana	Sister
Amigo/a	Friend (male/female)
Saltar	Jump
Camiseta	T-shirt
Casa	House
Casa grande	Big house
Casa pequeña	Small house
Este/ Esta	This
Ese/Esa	That
Comer	To eat
Zapatos	Shoes
Perros	Dogs
¿Cómo te llamas?	What is your name?
Vecino/a	Neighbor
Mi/ Mis	My/ My (Plural)
Tu/ Tus	Your/ Your (plural)
Querer	To want
Tener	To have
Afuera	Outside
Adentro	Inside

La Puerta	The door
Ven aquí	Come here
Leer	To read

**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 independently to:

- 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 independently to:

- 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...*

- Many products and practices related to home and community are shared across cultures while others are culture-specific.
- Definite articles in Spanish not only have gender but can also be plural
- Articles, nouns, and adjectives must agree in gender and number
- Non-verbal communication such as acting out basic action words help express meaning.

**Essential Questions:**

- What are some key similarities and differences between Spanish and English? How can I become more aware of and empathetic towards the differences?
- How do I identify objects and people in Spanish in my environment?
- How does culture affect grammar?
- How can I express myself when I do not know the words in the target language?

## Assessment Evidence

### Performance Tasks:

Interpretive (reading and listening)

- Online Quizzes
- Squisher Says Comic with comprehension questions
- Geography in a Jiffy
- Fast Facts

Interpersonal (dialogue with each other and with teacher)

- Rapid Review
- Flashcards
- Sticker Activities
- ¿Dónde Está?/ Ahi está! Activity
- Duck, Duck, Goose FLK Game
- Me Gusta/No Me Gusta GameT

### Other Evidence:

- Various workbook pages to be completed throughout unit
- Class participation in Vocabulary practice
- Video segment viewing/engagement
- Informal and formal teacher observation of oral and written work

## Benchmarks

### Assessing Performance

Based on instruction: Describes what the language learner can demonstrate based on what was learned

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

Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned

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.

### Assessing Proficiency

Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired

Spontaneous: Tasks are non-rehearsed situations

Broad content and context: Context and content are those that are appropriate for the given level

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

**Online quizzes – average of student scores over duration of unit.**

**Alternative option: Rapid Review Workbook Activities.**

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:

- Watch Video Segment(s)
- Gist of Grammar
- Pronoun Game
- Amigos/Amigas sticker activity
- Hula Hoop Game
- Hermano/Hermana Sticker activity
- Geography in a Jiffy/ Culture Discussion
- Workbook Pages
- Flashcard Fun activity
- Rapid Review
- Donde Está? Activity
- Duck, Duck, Goose- FLK style
- Idioms in an Instant
- Cómo te llamas
- Play Go Squish!
- Sardines- FLK Style
- Culture activity- All About Bullfighting
- Act it Out!
- Flashcard Review
- The Cumbia Dance video
- Vamos a Bailar! Video

**Notes:**

When lesson time is restricted- always make the video portion of each lesson the priority.  
Omit Lesson 4 and 11- Dice Off (Also needs to be skipped as part of lesson 16)

**Resources:**

<http://www.cortland.edu/flteach/> select "digest" version

<http://www.scholastic.com>

<http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

<http://www.nclrc.org/>

<http://www.cita.net/lessons/>

<http://www.virtualtourist.com>

<http://www.cia.gov>

<http://www.worldtime.com>

<http://www.yahooligans.com>

<http://www.state.nj.us/education/modelcurriculum/wl/nmk5u1a.shtml>

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

**Unit Learning Goal and Scale**

**Standard(s):**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.



- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes</li> <li>• Initiate discussion that is not limited to asking and responding to simple questions, making requests, and expressing preferences using memorized words and phrases.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and categorize familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>• Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>• Ask and respond to simple questions, make requests, and express preferences using teacher prompted words and phrases.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Match terms for familiar people, places, and objects to appropriate photograph.</li> <li>• Immediately repeat appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions following teacher demonstration.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Additional challenge to use Spanish vocabulary in daily activities <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a>
<b>Struggling Learners</b>	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit the videos
<b>English Language Learners</b>	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos  <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a>
<b>Special Needs Learners</b>	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the videos  <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Unit Title:** The Little Magic House, Part 2

**Unit Description:**

This story is a continuation of Gracie's visit, opening with Andy asking Eli and Gracie if they are thirsty and then hungry, and offering them a fun variety of beverages and snacks, all emerging from his small tent, to Gracie's surprise. Both Eli and Gracie choose water, and Apple and cookie, with Eli making it very clear that he wants a red Apple. While waiting for Andy to get the snacks, the pair gets distracted by Grande and Pequena. Andy uses their distraction as an opportunity to play a prank on Eli, switching his apple to a green one. Eli is not happy with Andy when he discovers his trick and Gracie starts to figure out the color rivalry between the boys.

**Unit Duration:** 9 weeks

**Desired Results**

**Standard(s):**

*Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.*

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

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.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](#)

**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 21<sup>st</sup> 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.

**Communication:**

**Interpersonal:**

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

**Interpretive:**

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

**Presentational:**

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

**Culture:**

**Relating Cultural Practices to Perspectives:**

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

**Relating Cultural Products to Perspectives:**

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

**Connections:**

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

**Acquiring Information and Diverse Perspectives:**

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

**Language Comparisons:**

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

**Cultural Comparisons:**

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

**Communities:**

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

**Lifelong Learning:**

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



## 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.

## Academic Vocabulary (Continued):

Spanish Words:	Translation:
El jugo	Juice
El agua	Water
Tomar	To drink
Arriba	Up
El avión	Airplane
Tengo/ tienes hambre	I'm/ you're hungry
La cuenta	Check
Mucho	Much
Las comidas	Food
Las galletas	Cookies
El pastel	Cake
Las uvas	Grapes
Rojo (a)	Red
Y	And
Verde	Green
Amarillo (a)	Yellow
Abajo	Down
La basura	Trash
Los libros	Books
Naranja	Orange (fruit)
Tener	To have
El postre	Dessert

El restaurante

Restaurant

**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...*

- Many products and practices related to home and community are shared across cultures while others are culture-specific.
- Verbs must be conjugated in Spanish, just as in English.
- Syntax in Spanish is different than in English in that the position of adjectives and nouns in a sentence are reversed in the two languages.
- Non verbal communication, such as physically acting out action words, is a way to express oneself.

**Essential Questions:**

- How do I express possession of an object in Spanish?
- How do I use the language that I have learned in context/conversation?
- How can I communicate when I don't know how to speak a language fluently?
- How can I communicate basic needs like hunger and thirst in Spanish?

## Assessment Evidence

<p><b>Performance Tasks:</b>  <b>Interpretive (reading and listening)</b></p> <ul style="list-style-type: none"> <li>• Online Quizzes</li> <li>• Squisher Says Comic with comprehension questions</li> <li>• Geography in a Jiffy</li> <li>• Fast Facts</li> </ul> <p><b>Interpersonal (dialogue with each other and with teacher)</b></p> <ul style="list-style-type: none"> <li>• Rapid Review Flashcards</li> <li>• Sticker Activities</li> <li>• ¿Dónde Está?/ Ahí está! Activity</li> <li>• Duck, Duck, Goose FLK Game</li> <li>• Me Gusta/No Me Gusta Game</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Various workbook pages to be completed throughout unit</li> <li>• Class participation in Vocabulary practice</li> <li>• Video segment viewing/engagement</li> <li>• Informal and formal teacher observation of oral and written work</li> </ul>
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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

## Learning Plan

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Watch Video Segment(s)</li> <li>• Gist of Grammar</li> <li>• Pronoun Game</li> <li>• Amigos/Amigas sticker activity</li> <li>• Hula Hoop Game</li> <li>• Hermano/Hermana Sticker activity</li> <li>• Geography in a Jiffy/ Culture Discussion</li> <li>• Workbook Pages</li> <li>• Flashcard Fun activity</li> <li>• Rapid Review</li> <li>• ¿Dónde Está? Activity</li> <li>• Duck, Duck, Goose- FLK style</li> <li>• Idioms in an Instant</li> <li>• Cómo te llamas</li> </ul>
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- Play Go Squish!
- Sardines- FLK Style
- Culture activity- All About Bullfighting
- Act it Out!
- Flashcard Review
- The Cumbia Dance video
- Vamos a Bailar! Video

Notes:

When lesson time is restricted- always make the video portion of each lesson the priority.

Omit Lesson 6 and 16- Dice Off

Lessons 3-4 and 13-14- Wacky Rainbow Restaurant Skit- Teacher can complete these activities in one lesson each.

**Resources:**

<http://www.cortland.edu/flteach/> select "digest" version

<http://www.scholastic.com>

<http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

<http://www.nclrc.org/>

<http://www.cita.net/lessons/>

<http://www.virtualtourist.com>

<http://www.cia.gov>

<http://www.worldtime.com>

<http://www.yahooligans.com>

<http://www.state.nj.us/education/modelcurriculum/wl/nmk5u1a.shtml>

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

## Unit Learning Goal and Scale

**Standard(s):**

**Standard(s):**

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create, recite, and/ or dramatize simple poetry, rhymes, songs, and skits</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</li> <li>• Show understanding of brief oral or written messages using age- and level- appropriate, culturally authentic materials on familiar and recently covered topics.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Read/recite scripted text of simple poetry, rhymes, songs, and skits.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Additional challenge to use Spanish vocabulary in daily activities <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a>
<b>Struggling Learners</b>	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit the videos
<b>English Language Learners</b>	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a>
<b>Special Needs Learners</b>	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the videos <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Unit Title: Out To Lunch****Unit Description:**

Gracie has gone home after her visit with Eli. It is now lunchtime and Eli must feed the dogs. After finally finding Pequeña (who is sleeping on the couch), he can finally be the dogs who are very hungry. Eli, though, is ravenous himself parentheses as always parentheses, and is easily distracted by what he wants to eat and drink, forgetting about the dogs. Grande and Pequeña, frustrated, have to keep reminding Eli to give them their food and water! Eli's father comes into the kitchen to finish making the family lunch and now it is Eli who is frustrated when he learns that the lunch is not ready. When the dogs are done eating, they go to the door to let Eli know that they want to go outside. Eli realizes that he too wants to go outside and excitedly runs to the door, got to his baseball mitt, and running outside to play, once again forgetting about the dogs, and leaving them inside. ELI!!!

**Unit Duration: 9 weeks****Desired Results****Standard(s):**

***Novice Mid learners understand and communicate at the word, phrase and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text or ideas.***

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

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

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

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Intercultural Statement	Possible topics
Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Geography, climate, immigration, pastime activities and schedules, wellness, fine and practical arts.
Learners recognize and identify a few typical practices of the target culture.	Geographical locations and features and their bearing on the life style of target language societies, actions of an individual, a community, and a nation to limit climate change, population trends in the target culture(s), the role of pastime activities on a person's future life style, wellness attitudes and beliefs in the target language regions of the world and in the students' own region, reflection of a society in its fine and practical arts.

**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. NJSLW.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](#)

**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 21<sup>st</sup> 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.

<b>By the end of grade 2</b>	<b>By the end of grade 5</b>	<b>By the end of grade 8</b>	<b>By the end of grade 12</b>
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.

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

### **Technology**

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

### **Communication:**

#### **Interpersonal:**

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

#### **Interpretive:**

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

#### **Presentational:**

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

### **Culture:**

#### **Relating Cultural Practices to Perspectives:**

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

#### **Relating Cultural Products to Perspectives:**

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

**Connections:**

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

**Acquiring Information and Diverse Perspectives:**

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

**Language Comparisons:**

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

**Cultural Comparisons:**

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

**Communities:**

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

**Lifelong Learning:**

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

**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.

Academic Vocabulary (continued):

Spanish Words:	Translation:
Otra vez	Again
Para mí	For me

Lo siento	I am sorry
Comida para los perros	Dog food
Plástico	Plastic
Reciclaje	Recycling
Su/ nuestro	Their/ our
!Cuidado!	Be careful!
Caliente	Hot
El fuego	Fire
El pollo	Chicken
El arroz	Rice
Listo	Ready
El helado	Ice cream
Ni	Neither
¿Cuántos?	How many?
Cien	Hundred
Millón	Million
Mil	Thousand
La leche	Milk
Feliz cumpleaños	Happy birthday
Buen	Good
Mejor	Better
El mejor	The best
El peor	The worst
Cerrar	To close
Cierra la puerta	Close the door
Más tarde	Later
Seis	Six
Siete	Seven
Ocho	Eight
Nueve	Nine
Diez	Ten
Once	Eleven
Salir	To leave

**Indicators:**

**Interpretive:** The Novice-Mid language learner understands and communicates 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 independently to:

- 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 independently to:

- 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:**

- There are many different Spanish speaking countries, all of which have similarities and differences within their culture.
- Many products and practices related to home and community are shared across cultures while others are culture-specific.
- They can describe themselves and their world through colors and numbers in Spanish.
- Non verbal communication, such as acting out actions, is a way to get your message across when you don't know the words.
- How do you say some colors and numbers in Spanish?

**Essential Questions:**

- How do I identify objects and people in Spanish in my environment?
- How can I express myself when I don't know the language fluently?
- Do all cultures celebrate birthdays and do all cultures celebrate birthdays in the same way?
- What are some universal ways to describe objects?

**Assessment Evidence****Performance Tasks:**

Interpretive (reading and listening)

- Online Quizzes
- Squisher Says Comic with comprehension questions
- Geography in a Jiffy
- Fast Facts

Interpersonal (dialogue with each other and with teacher)

- Rapid Review
- Flashcards
- Sticker Activities

**Other Evidence:**

- Various workbook pages to be completed throughout unit
- Class participation in Vocabulary practice
- Video segment viewing/engagement
- Informal and formal teacher observation of oral and written work

<ul style="list-style-type: none"> <li>• Donde Esta?/ Ahi esta! Activity</li> <li>• Duck, Duck, Goose FLK Game</li> </ul>	
Me Gusta/No Me Gusta Game	

Benchmarks	
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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**

Online quizzes – average of student scores over duration of unit. Alternative option: Rapid Review Workbook Activities.

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:

- Watch Video Segment(s)
- Verb Practice class activity
- Geography in a Jiffy
- Workbook Fun Pages
- Sticker Activities
- Chile Fast Facts
- Challenge Activities (reinforcement activity)
- Verb Flashcards
- Play Go Squish!
- Hot Stuff Game
- Hot Stuff, Otra vez Game
- Listo class activity
- Gust of Grammar
- Duo Squish Card Game
- Squisher Says Comic
- Card Quiz/Review
- Video Trivia
- Review of Previous Videos
- Duck, Duck, Goose FLK Style
- Number Practice
- Donde Esta
- Rapid Review
- Feliz Cumpleaños
- Feliz Cumpleaños, Otra vez
- Idioms in an Instant
- Chilean Music
- Skit Preparation/Presentation

### Notes:

When lesson time is restricted- always make the video portion of each lesson the priority.

Video segments may need to be replayed based on the needs of your students.

Optional – (can be taken out) Lesson 6 and 13- Dice Off

### Resources:

<http://www.cortland.edu/flteach/> select “digest” version

<http://www.scholastic.com>

<http://www.nflrc.iastate.edu/>

<http://www.hull.ac.uk/cti/langsite/> \*go to teaching with the web

<http://www.stanford.edu/group/CFLP/index.html>

<http://www.ilovelanguages.com/>

<http://www.nclrc.org/>

<http://www.clta.net/lessons/>

<http://www.virtualtourist.com>

<http://www.cia.gov>

<http://www.worldtime.com>

<http://www.yahooligans.com>

<http://www.state.nj.us/education/modelcurriculum/wl/nmk5u1a.shtml>

<http://www.state.nj.us/education/cccs/2014/wl/>

<http://www.state.nj.us/education/cccs/2014/wl/progression.pdf>

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

### Standard(s):

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Share or present information using words, phrases, and short sentences practiced in class on familiar topics.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</li> <li>Recall and use familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>Match information using words, phrases, and short sentences practiced in class on familiar topics to corresponding pictures.</li> <li>Repeat familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Additional challenge to use Spanish vocabulary in daily activities <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a>
<b>Struggling Learners</b>	Extended time, partner with buddy, visuals, use of iPads or laptops as available to revisit the videos
<b>English Language Learners</b>	Additional practice with flashcards, use of iPads or laptops as available to revisit the videos <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a>
<b>Special Needs Learners</b>	Extended time, multiple choice possibilities, matching, visuals, use of iPads or laptops as available to revisit the videos <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.