

Nutley Public Schools



Department of World Languages

Curriculum Guide

Elementary Spanish – Grade 3

September 2024

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Introduction & Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.

In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).

- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.
- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

Mission

The mission of Nutley Public Schools' World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

Acknowledgments

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New Jersey Student Learning Standard for World Languages

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:



Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.” For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3).

Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012.

- Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- Novice-High Level: 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 Level: 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 Level: 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 Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

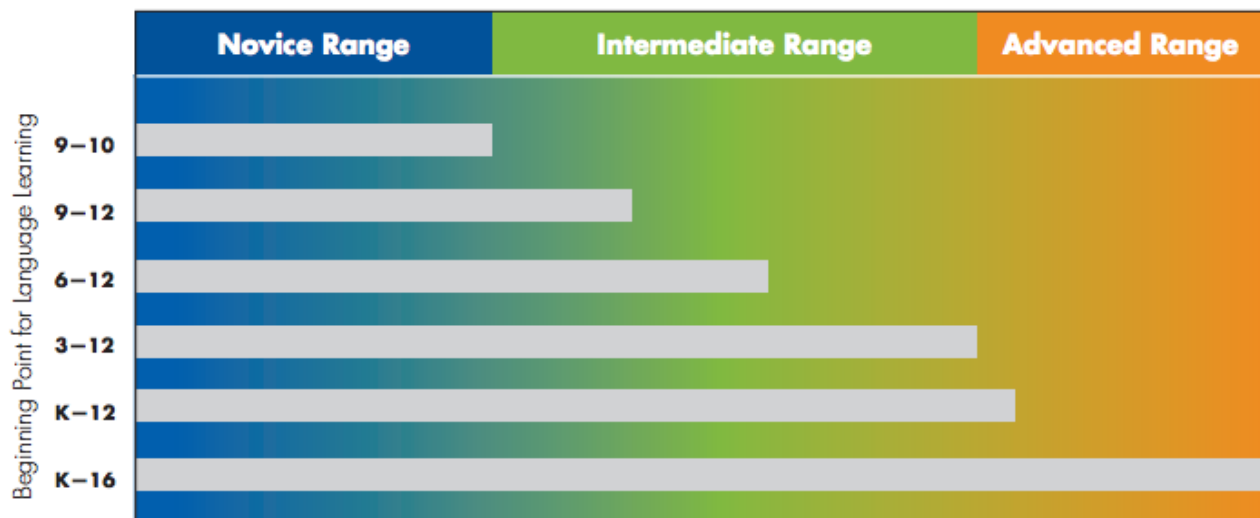
See New Jersey Student Learning Standard for World Languages for more information.

Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), “Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance.”

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.

Time as a critical component for developing language performance



It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

Rationale for Elementary School Language Study

The early start of the study of a language in elementary school is supported by research that has shown that the optimum time to begin foreign language study is in the elementary grades.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum and elementary schools in the United States:

- One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.
- Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art, and physical education...Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980s.
- The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as “other,” according to the research of Piaget, Lambert, and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity to reciprocity, and information introduced before age 10 is eagerly received ... The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

Lipton (1998, p. 11) highlights research that substantiates the benefits of elementary school language study, in which students:

- achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills;
- have an improved self-concept and sense of achievement in school; and
- can transfer their language learning skills in subsequent foreign language study in high school and college.

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NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or post-secondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

How Not to Use the Can-Do Statements

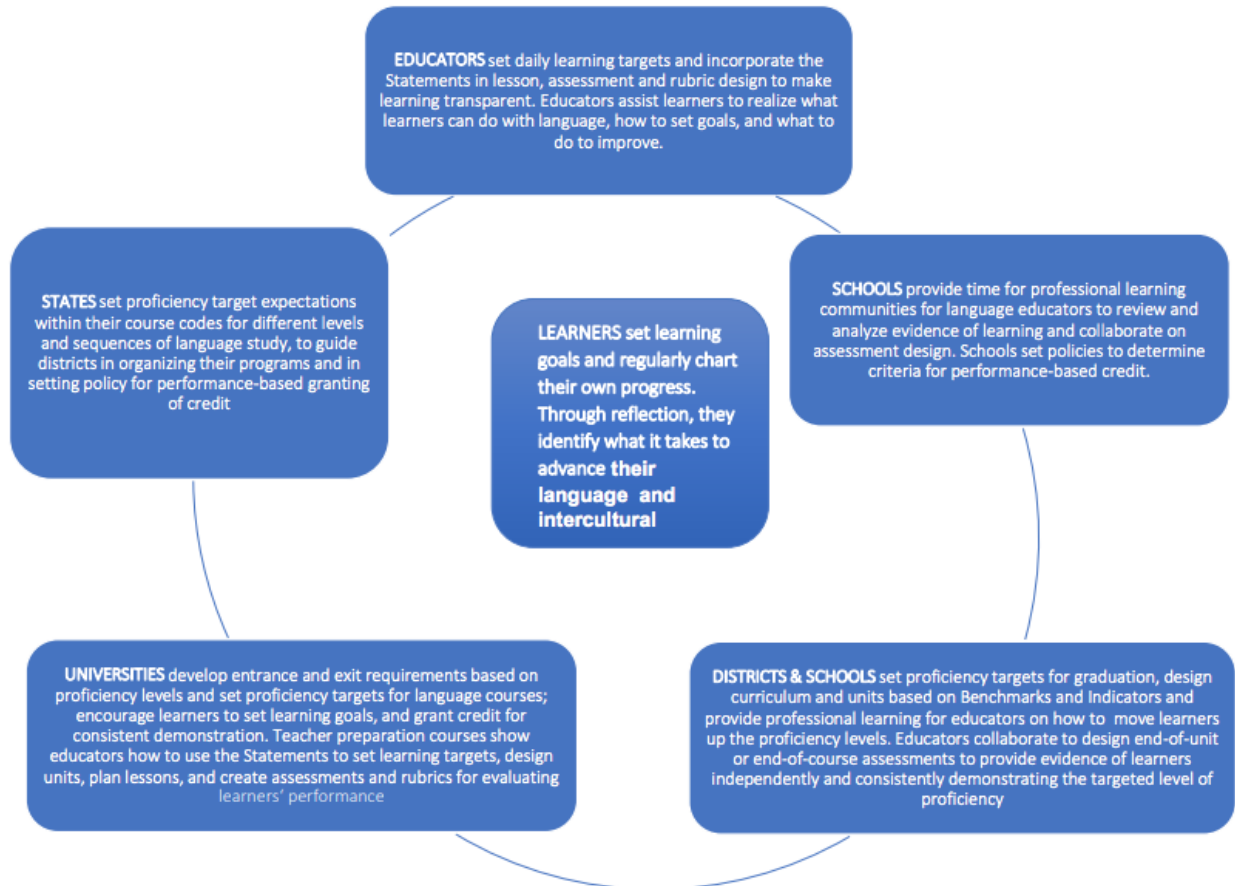
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012 and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they “can do” with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



See NCSSFL-ACTFL Can-Do Statements for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding

- Exit tickets
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

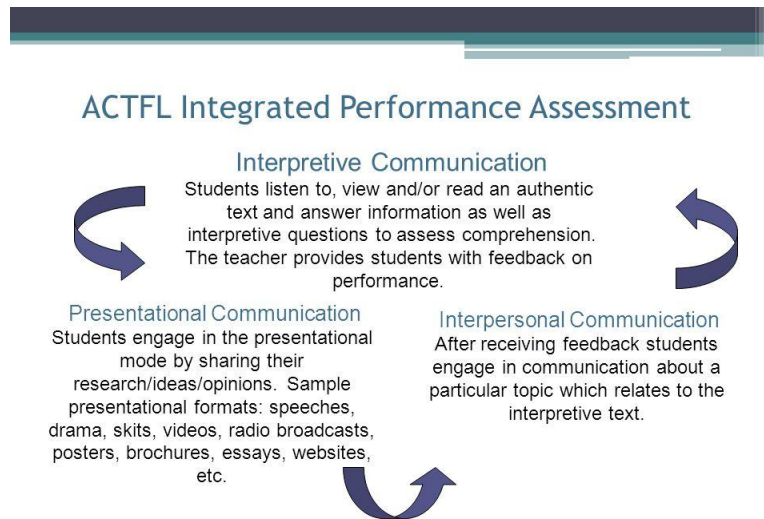
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive, interpersonal, and presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
 - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
 - Reflect how students USE the language and cultural knowledge in communicative tasks
 - Requires critical thinking skills:
 - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
 - Interpretive, Interpersonal, Presentational
- Integrated
 - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on “CALL-IT”:

| | | |
|-----------|---|------------------------------------|
| C | = | C ontext |
| A | = | A ge |
| LL | = | L inguistic L evel |
| IT | = | I mportance of T ask |

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "Instructional Adaptations for Students with Diverse Needs" (chapter 12) and “Appendix D: Instructional Strategies” of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

| Anticipated Misunderstandings in Unit | | |
|---|--|--|
| <ul style="list-style-type: none"> ● BulletedListHere | | |
| Instructional Adjustments | | |
| Accommodations | Modifications | Higher Level Differentiation |
| <ul style="list-style-type: none"> ● Preferential seating ● Repeating/simplifying of directions ● Ample use of visuals ● Use of manipulatives ● Strategic/flexible grouping and pairing ● Clear visual, verbal and demonstrative modeling ● Kinesthetic activities ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers | <ul style="list-style-type: none"> ● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals | <ul style="list-style-type: none"> ● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● Use open-ended questioning strategies |

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Course Description/Summary

The elementary level world language program begins with the study of Spanish in grade 2 and continues through grade 6. In grades 2 through 5, students receive instruction in Spanish once per week. In grade 6, students receive instruction in Spanish twice per week.

The early start of the study of a language in elementary school is supported by research that has shown that one of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. The elementary level language programs are thus intentionally designed to take advantage of the natural language-learning ability and interest of young learners.

At the elementary level, students are expected to perform in the Novice Mid proficiency level range as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standard for World Languages.

In this elementary-level language class, the teacher will provide instruction in Spanish for 40 minutes. The teacher will deliver instruction in Spanish using puppets, storybooks, songs, and videos. Students will participate in communicative activities and experience cultural activities, fantasies, songs, rhymes, children's literature by engaging in dialogues, role plays, small group work, paired work, and larger group activities. Emphasis will be on communication, and students will be assessed in the three modes of communication: Interpretive, Interpersonal, and Presentational.

Grading

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the students' grades in the course. Students in grades K-4 receive standards-based grades, while grades 5 and 6 receive traditional letter grades.

Unit 1

Course Information

| | | | |
|--------------------|-------------------------------|--------------------------------|-------------------|
| Language(s) | Spanish | Approximate Unit Length | 1 trimester |
| Level/Grade | Elementary | Performance Range | Novice-Mid |
| Grade(s) | Grade 3 | Curricular Theme | Global Challenges |
| Unit Title | Wild and Domesticated Animals | | |

Course Focus

| | |
|----------------------------------|---|
| Essential Question(s) | <ul style="list-style-type: none"> How can I describe an animal? How can I describe what an animal does? How are adjectives used differently in Spanish? How are some Spanish words similar to English words? How can I ask and talk about my favorite animal? |
| Enduring Understanding(s) | <p>In this unit, students will learn about different wild and domesticated animals. They will also learn to review colors as adjectives and the proper order of adjectives to describe the animals. They will also be able to talk about the actions that the animals do. Students will ask others to describe their favorite animal.</p> <p><u>In the first two weeks of school, the focus will be on basic conversational skills as a refresher and ice breaker.</u></p> |

NJ Student Learning Standards

Interpretive Mode

| | |
|----------------|---|
| 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, and objects in daily life based on simple oral and written directions. |
| 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 Mode

| | |
|----------------|--|
| 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 Mode

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

Evidence of Learning: Summative Assessment

| Performance Tasks | Interpretive | Interpersonal | Presentational |
|--|---|--|--|
| <ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> | <ul style="list-style-type: none"> ● Students will read about other kids’ favorite animals and answer questions about the animals. | <ul style="list-style-type: none"> ● Conversations between classmates about their favorite animal and what that animal is like. | <ul style="list-style-type: none"> ● Create a visual representation of their favorite animal and describe it. |

Toolbox & Core Content

Can-Do Statements

| | |
|-----------------------|--|
| Interpretive | <ul style="list-style-type: none"> ● I can understand descriptions of different animals. ● I can understand what different animals do. ● I can identify different animals by memorizing them and looking for familiar words similar to English. ● I can identify where different animals live. |
| Interpersonal | <ul style="list-style-type: none"> ● I can ask and talk about my favorite animal. ● I can describe different animals. ● I can talk about what animals do. ● I can talk about different animal habitats. |
| Presentational | <ul style="list-style-type: none"> ● I can describe different animals, including my favorite animal. |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● I can write about where different animals live. ● I can write about what different animals do. |
| Supporting Functions <i>Students will be able to:</i> | Supporting Structures/Patterns <i>Students will know:</i> |
| <ul style="list-style-type: none"> ● Ask and talk about their favorite animal. ● Describe different animals' looks. ● Identify animal habitats and what animals live in them. ● Talk about what different animals do | <ul style="list-style-type: none"> ● Identify gender/number rules of adjectives and word order. ● identify verbs in the 3rd person form. ● Recall colors to be able to describe animals. ● Identify different animal habitats. |
| Priority Vocabulary | Other Vocabulary |

- el perro/la perra
 - el gato/la gata
 - la tortuga
 - el pez
 - el hámster
 - el pájaro
 - la serpiente
 - el conejo
 - el mono
 - la rana
 - el tigre
 - el león
 - la cebra
 - el elefante
 - la jirafa
 - el rinoceronte
 - el canguro
 - el oso polar
 - el lobo
 - el delfín
 - el pingüino
 - el tiburón
 - la vaca
 - el toro
 - el pato
 - la gallina
 - el gallo
 - la oveja
 - el pollito
 - el caballo
 - el cerdo
 - el ratón
 - el conejo
 - la cabra
 - Colors
 - ruge
 - salta
 - desliza
 - camina
 - corre
 - galopa
 - columpia
 - duerme
 - come
 - nada
 - vuela
 - la granja
 - la selva
 - el bosque
 - el océano
 - mi casa
 - Mi animal favorito es ____.
 - Mi animal favorito ____.
 - Mi animal favorito vive en ____.
- Questions: ¿Cuál es tu animal favorito? ¿Cómo es tu animal favorito?
¿Cómo es ____? ¿Qué hace tu animal favorito? ¿Qué hace ____?
¿Dónde vive tu animal favorito? ¿Dónde vive ____?

Instructional Activities

| Key Learning Activities | Mode of Communication |
|--|---|
| Supporting videos: Caminando Por La Selva, Tengo Una Mascota, Vamos Al Zoológico, El Viejo McDonal Tenía Una Granja, Los Animales En La Granja, Mueve La Cola, El Pollito Pío | Interpretive |
| Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| Vocabulary games: Kahoot, Vocabulary Bingo, Flash Cards | Interpretive |
| Speaking activities: turn and talk, skits, role play | Interpersonal |
| Writing activity: draw and describe animals, write where animals live, write what animals do, describe different animals from Latin America | Presentational |
| Listening: listen to stories about unit theme | Interpretive |
| Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpretive, Interpersonal, Presentational |
| Formative Assessment & Check Points | Mode of Communication |
| Four finger check, exit tickets, turn and talk, teacher observations, skits | Interpretive, Interpersonal, Presentational |
| Vocabulary Quiz, Kahoot, interpretive tasks (using video or text) | Interpretive |
| Reading: Answer questions about different kids’ favorite animals. | Interpretive |
| Speaking Task: conversations between classmates (favorite animal) | Interpersonal |
| Presentational Task: draw and describe the student’s favorite animal | Presentational |

| Resources | Technology Integration |
|--|--|
| <i>Essential materials, supplementary materials, links to best practices</i> | <i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students’ 21st century skills of communication, collaboration, critical thinking, and creativity.</i> |
| <ul style="list-style-type: none"> ● Teacher created/gathered materials, activities, and visuals ● YouTube ● Vocabulary Bingo Cards ● “Animales de Latinoamérica” mini notebook activity ● Rockalingua resources and activities | <ul style="list-style-type: none"> ● YouTube ● Kahoot ● Quizlet ● Chromebooks ● Rockalingua online activities |

Career Readiness, Life Literacies, and Key Skills NJSL

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 2

Course Information

| | | | |
|--------------------|----------------------------------|--------------------------------|--------------------------------|
| Language(s) | Spanish | Approximate Unit Length | 1 trimester |
| Level/Grade | Elementary | Performance Range | Novice-Mid |
| Grade(s) | Grade 3 | Curricular Theme | Personal and Public Identities |
| Unit Title | Interests and Leisure Activities | | |

Course Focus

| | |
|----------------------------------|--|
| Essential Question(s) | <ul style="list-style-type: none"> ● What are some leisure and recreational activities, and how are they expressed in the target language? ● How can I express my recreational interests and talk about my plans in the target language? How can I express my favorite hobby? |
| Enduring Understanding(s) | In this unit, students will learn the various terms about leisure and recreational activities. They will be able to express recreational interests and make plans for the time ahead. They will also be able to explain the benefits of participating in leisure activities, and interview fellow students in the class about what they like to do during their free time. |

NJ Student Learning Standards

Interpretive Mode

| | |
|----------------|---|
| 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, and objects in daily life based on simple oral and written directions. |
| 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 Mode

| | |
|----------------|---|
| 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 Mode | | | |
| 7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on target 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. | | |
| Evidence of Learning: Summative Assessment | | | |
| Performance Tasks | Interpretive | Interpersonal | Presentational |
| <ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> | <ul style="list-style-type: none"> ● Respond to questions about the video (¿Qué te gusta hacer? Canciones Infantiles) | <ul style="list-style-type: none"> ● Conversations between classmates about their favorite leisure activity. | <ul style="list-style-type: none"> ● Draw and write sentences about an activity the student likes and dislikes. |
| Toolbox & Core Content | | | |
| Can-Do Statements | | | |
| Interpretive | <ul style="list-style-type: none"> ● I can recognize familiar vocabulary words when they are followed by visuals in informational text and signals in conversations. ● I can understand when someone asks me about sports or leisure activities. ● I can identify the different ways to spend free time. ● I can identify some vocabulary words and phrases memorized when they are supported by gestures or visuals. <p>I can understand some information about recreational activities from a brochure or website.</p> | | |
| Interpersonal | <ul style="list-style-type: none"> ● I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visual cues. ● I can state my favorite sport and leisure activity. ● I can contribute to a conversation about my interests and leisure activities. ● I can say how I spend free time with my family and friends. <p>I can ask and respond to questions to explore what recreational activities are in my community.</p> | | |
| Presentational | <ul style="list-style-type: none"> ● I can name various sports and different leisure activities. ● I can express my preferences on how to spend my free time. ● I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visual cues. | | |

| | |
|---|--|
| | <ul style="list-style-type: none"> ● I can tell a story about my life related to recreational activities and sports, using sentences and a series of connected simple sentences. <p>I can create a poster board showing pictures of my favorite hobbies and label each one in the target language.</p> |
| <p>Supporting Functions <i>Students will be able to:</i></p> | <p>Supporting Structures/Patterns <i>Students will know:</i></p> |
| <ul style="list-style-type: none"> ● Ask for and giving information. ● Identify their favorite sport and leisure activity. ● Describe the different ways they like to spend their free time. ● Learn the various terms about leisure and recreational activities. ● Talk about leisure and recreational activities using the target language. ● Express recreational interests and make plans for time ahead. ● Interview fellow students in the class and find out what they like to do during their free time. | <ul style="list-style-type: none"> ● How to describe their various sports. ● How to define several leisure activities. ● How to express recreational interests and make plans for time ahead. ● How to explain the benefits of participating in leisure activities. ● How to express likes in Spanish using verb GUSTAR and phrase me gusta... ● Interview fellow students in the class and find out what they like to do in their free time. <p>How to continue to use the verbs “Ser”, “Estar”, Ir, Gustar, and “Tener” in the 1st and 2nd person.</p> |
| <p>Priority Vocabulary</p> | <p>Other Vocabulary</p> |
| <ul style="list-style-type: none"> ● Los pasatiempos ● Me gusta... <p>Mi amigo/amiga Mi mamá Mi papá Mi hermano/hermana</p> <ul style="list-style-type: none"> ● No me gusta... ● Le gusta... ● No le gusta... ● Mirar la televisión ● Escuchar música ● Ir de compras ● days of the week ● jugar deportes ● jugar videojuegos ● Ir a la piscina ● Ir a la playa ● Ir al cine ● Leer ● nadar ● tocar un instrumento ● Cantar ● Bailar ● Nadar ● Dibujar ● Usar la tableta ● Ver fútbol americano ● cocinar limpiar | <ul style="list-style-type: none"> ● Questions: ¿Qué te gusta hacer?, ¿Qué no te gusta hacer?, ¿Cuál es tu pasatiempo favorito?, y ¿Qué le gusta hacer a tu ___? |
| <p>Instructional Activities</p> | |
| <p>Key Learning Activities</p> | <p>Mode of Communication</p> |

| | |
|--|--|
| Warm-Up Videos: Spanish Lesson 29 - HOBBIES in Spanish Hobbies and Sports Vocabulary Los pasatiempos en español, 'Free time!' Song Hobbies, Hobbies in Spanish Beginner Spanish Lessons for Children, What is your favorite sport? - ¿Qué deporte te gusta?, What is your favorite sport? - ¿Qué deporte te gusta?, Bomba Estéreo - Soy Yo (Official Video), Karaoke: Canta con Panda la canción del Deporte, Canciones Infantiles - El Rap de los Deportes ♪♪, Kids vocabulary - Hobbies and Interests - What do you like doing?, Learn Time Activities + Learn Spanish, Barcelona, Spain: A Trip Down the Ramblas, Aficiones (hobbies) - download lyrics and drawings, LOS DEPORTES PARA NIÑOS ESPAÑOL, and A la víbora de la mar (canción infantil) - Canciones Infantiles para Bailar - Barney El Camión #. | Interpretive |
| Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| Vocabulary games: Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, Simon Dice, and Slap Down (flash cards). | Interpretive |
| Writing activities: Describe their favorite sport and leisure activity. | Presentational |
| Learning Centers: Divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpretive - Interpersonal |
| Listening Activities: Listen to stories on certain unit themes. | Interpretive |
| Writing activity: Create a poster board showing pictures of your favorite hobbies and label each one in the target language. | Presentational |
| Speaking/Writing activity: Generate a sports and fitness collage and present it to the class. | Presentational |
| Formative Assessment & Check Points | Mode of Communication |
| Four finger check, exit tickets | Interpretive, Interpersonal, Presentational |
| Vocabulary Quiz | Interpretive, Presentational |
| Video: https://www.youtube.com/watch?v=wvp0Q-99y9g | Interpretive |
| Speaking Task: conversations between classmates about unit theme. | Interpersonal |
| Draw and write sentences about an activity the students likes and dislikes. | Presentational |
| | |
| Resources | Technology Integration |
| <i>Essential materials, supplementary materials, links to best practices</i> | <i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i> |
| <ul style="list-style-type: none"> ● Teacher created/gathered materials ● Teacher created activities and visuals ● Youtube ● Rockalingua ● Calico ● Basho & Friends Videos. <ul style="list-style-type: none"> ● Some free suggested websites for worksheets and activities: ● https://rockalingua.com/worksheets ● https://www.education.com/worksheets/spanish/ ● http://spanish4teachers.org/spanishworksheets/ ● https://www.123teachme.com/learn_spanish/printable_worksheets_learning_spanish | <ul style="list-style-type: none"> ● YouTube ● Kahoot ● Quizlet ● Chromebooks ● Rockalingua online activities |

- <https://www.abcteach.com/directory/languages-esl-spanish-2448-2-1>
- <https://www.spanishkidstuff.com>
- <http://spanish-for-you.net/free-spanish-worksheets/>
- <https://create.kahoot.it/login> (allows teachers to create their own customized Kahoot by theme).
- <https://www.weareteachers.com/earth-day-crafts-classroom-activities/>
21 Earth Day Crafts and Classroom Activities Using Recycled Materials

Career Readiness, Life Literacies, and Key Skills NJSL

The selected standards may apply to this unit of study

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Attend to personal health and financial well-being.
- Communicate clearly and effectively and with reason.
- Consider the environmental social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

Unit 3

Course Information

| | | | |
|--------------------|--------------------------------|--------------------------------|------------------------|
| Language(s) | Spanish | Approximate Unit Length | 1 trimester |
| Level/Grade | Elementary | Performance Range | Novice-Mid |
| Grade(s) | Grade 3 | Curricular Theme | Science and Technology |
| Unit Title | Food Groups and The Human Body | | |

Course Focus

| | |
|----------------------------------|---|
| Essential Question(s) | <ul style="list-style-type: none"> ● What are the names of the basic foods in Spanish? ● What are the different food groups in Spanish? ● What vocabulary is used to describe meals? ● Can I name the parts on my body? |
| Enduring Understanding(s) | In this unit, students will learn how to communicate what foods they eat in each food group, and they also talk about what junk food they like to eat. Furthermore, they will be able to describe foods as healthy/unhealthy. Lastly, students will be able to name different parts of the body and express if something hurts on the body. |

NJ Student Learning Standards

Interpretive Mode

| | |
|----------------|---|
| 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, and objects in daily life based on simple oral and written directions. |
| 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 Mode

| | |
|----------------|---|
| 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 Mode

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

Evidence of Learning: Summative Assessment

| Performance Tasks | Interpretive | Interpersonal | Presentational |
|---|--|---|---|
| <ul style="list-style-type: none"> ● These tasks allow learners to demonstrate how well they have met the goals of the unit. ● The tasks follow the format of the IPA, but are integrated throughout the unit. ● The template encourages multiple Interpretive tasks ● The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. ● The tasks incorporate 21st Century Learning. | <ul style="list-style-type: none"> ● Respond to questions about the following video: <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=xQySL95OizM | <ul style="list-style-type: none"> ● Conversations between classmates about unit themes. | <ul style="list-style-type: none"> ● Students will describe different foods as healthy/unhealthy |

Toolbox & Core Content

Can-Do Statements

| | |
|-----------------------|---|
| Interpretive | <ul style="list-style-type: none"> ● I can recognize familiar vocabulary words when they are followed by visuals in informational text and signals in conversations. ● I can identify some vocabulary words and phrases memorized when they are supported by gestures or visuals. ● I can understand familiar questions and statements from simple sentences in conversations. I can identify the topic and some isolated facts from simple sentences in informational texts: fast food chain commercials, and restaurant menus. |
| Interpersonal | <ul style="list-style-type: none"> ● I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. ● I can express, ask about, and react to preferences, opinions, or feelings on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic: likes/dislikes of foods. ● I can identify cultural foods, my human body, and ailments. I can practice using Spanish vocabulary appropriately to tell which body parts are used in activities. |
| Presentational | <ul style="list-style-type: none"> ● I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. ● I can state which foods are healthy and which are not. ● I can label familiar words, objects, pictures and posters. |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time: my likes/ dislikes of foods and restaurants. I can name and identify body parts in Spanish. |
| <p>Supporting Functions <i>Students will be able to:</i></p> | <p>Supporting Structures/Patterns <i>Students will know:</i></p> |
| <ul style="list-style-type: none"> ● Understand and interpret written and spoken language. ● Demonstrate an understanding of the relationships between perspectives and practices of cultures studied. ● Recognize that different languages use different patterns to communicate and apply this language to their own language. ● Recognize that different languages use different patterns of interaction and apply this knowledge to their own culture. ● Identify the various body parts. <p>Describe their ailments.</p> | <ul style="list-style-type: none"> ● That teaching foods will provide the students with additional vocabulary and increase their communicative input and output skills. ● That the final project combines both the language and culture parts of this unit. ● Activities consisting of students identifying certain foods and dishes by country. This will also increase their knowledge and understanding of Latin America, Spain and the Caribbean Islands.. ● How to identify human body parts and their functions. ● How to express when you are not feeling well. <p>Continue to use the verbs “Ser”, “Estar”, Ir, Gustar, and “Tener” in the 1st and 2nd person.</p> |
| <p>Priority Vocabulary</p> | <p>Other Vocabulary</p> |
| <ul style="list-style-type: none"> ● el banano ● las fresas ● la naranja ● la manzana ● las uvas ● el tomate ● el aguacate ● las papas ● el maíz ● el brócoli ● las zanahorias ● el pepino ● la lechuga ● el arroz ● el espagueti ● el pan ● la tortilla ● el agua ● la carne ● el pollo ● el pez ● los huevos ● los frijoles ● la leche ● el queso ● el yogur ● las frutas ● los vegetales ● las proteínas ● los granos ● los lácteos ● Yo como.. ● Yo bebo... | <ul style="list-style-type: none"> ● ¿Qué te duele? ¿Cuáles comidas son saludables? ¿Cuáles comidas no son saludables? ¿Cómo estás? |

- Yo no como...
- Yo no bebo...
- la comida chatarra
- las papas fritas
- los nachos
- el helado
- el pollo frito
- las donas
- los caramelos
- el pastel
- la pizza
- las sodas
- la hamburguesa
- las papitas
- saludable/saludables
- es
- son
- el pelo
- la cabeza
- los hombros
- los brazos
- los dientes
- las manos
- los dedos
- los ojos
- la nariz
- la boca
- las orejas
- el estómago
- la espalda
- las piernas
- los pies
- los dedos de los pies
- Me duele...
- Yo estoy bien
- Yo estoy mal
- Yo estoy enfermo/enferma
- Yo estoy cansado/cansada
- Yo tengo fiebre
- Yo tengo tos
- Yo tengo un resfriado
- Yo tengo alergias



Instructional Activities

Key Learning Activities

Mode of Communication

Warm-Up Videos: Learn Spanish Food Vocabulary with BASHO & FRIENDS - I'm Hungry Food Song - ¡Tengo Hambre!, Comida [Learn the names of foods in Spanish!] - Calico Spanish Songs for Kids, Food in Spain, Las Frutas Para Niños En Español Nombre de Todas Las Frutas Bits de Inteligencia +Lectura Método Dom, Spanish Lesson 43 - VEGETABLES in Spanish Food vocabulary FRUITS and VEGETABLES for kids, Spanish Lesson 46 - FISH and MEAT in Spanish Poultry Seafood Ham Food vocabulary for kids, Mexican People Try Taco Bell For The First Time, Costa Rica food and drinks (HD), People Taste Test Puerto Rican Food, Differences Between Cuba and Puerto Rico (ft. Andrea Lausell), Dominican Cuisine A Hidden Treasure, A Quick Breakdown Of The

Interpretive

| | |
|--|---|
| Difference Between Hispanic, Latino And Spanish, Learn Spanish parts of the body with BASHO & FRIENDS [Episode Version], LAS PARTES DEL CUERPO, Todo mi cuerpo - Calico Spanish Songs for Kids, "Todo mi cuerpo" Spanish song for kids - learn body parts & activities!, Las partes del cuerpo - Song to learn the Parts of the body in Spanish for kids, I burrito enfermo, y Todo mi cuerpo. | |
| Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| Vocabulary games: Kahoot, Vocabulary Bingo, Charades, Simon Dice, and Slap Down (flash cards). | Interpretive |
| Speaking Activities: Describe the various foods. | Presentational |
| Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpersonal, Interpretive, Presentational |
| Writing activity: Write about foods you eat | Presentational |
| Speaking activity: Students will draw and cut out a model of themselves, tape various body parts to different areas of the body where they belong, and present their final product | Presentational |
| Speaking activity: Students will act out a skit between patient and doctor. | Presentational |
| Formative Assessment & Check Points | Mode of Communication |
| Four finger check, exit tickets | Interpersonal, Interpretive, Presentational |
| Vocabulary Quiz and Bingo | Interpretive |
| Video: https://www.youtube.com/watch?v=xQySL95OIZM | Interpretive |
| Speaking Task: conversations between classmates on unit themes | Interpersonal |
| Describe different foods as healthy/unhealthy | Presentational |
| | |

| Resources | Technology Integration |
|---|--|
| <i>Essential materials, supplementary materials, links to best practices</i> | <i>The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.</i> |
| <ul style="list-style-type: none"> ● Teacher created/gathered materials, activities and visuals ● YouTube ● Vocabulary Bingo Cards ● Rockalingua resources and activities | <ul style="list-style-type: none"> ● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials |

Career Readiness, Life Literacies, and Key Skills NJSL

| |
|---|
| <i>The selected standards may apply to this unit of study</i> |
| <p>Act as a responsible and contributing citizen and employee.</p> <p>Apply appropriate academic and technical skills.</p> <p>Attend to personal health and financial well-being.</p> <p>Communicate clearly and effectively and with reason.</p> <p>Consider the environmental social and economic impacts of decisions.</p> <p>Demonstrate creativity and innovation.</p> <p>Employ valid and reliable research strategies.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Model integrity, ethical leadership, and effective management.</p> |

Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>