



# Grade 3

# World Language

# Curriculum

Oradell Public School District  
Oradell, NJ

2023

# Oradell Public School District

## **World Language Curriculum Committee Credits:**

Amy Brancato, Director of Curriculum and Instruction

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## **Board Policy**

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

## **Affirmative Action**

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

# Oradell Public School District

## Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we believe an education in world language fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

(Language taken from the NJDOE World Language NJSLS 2020 Vision Statement)

# Oradell Public School District

## Suggested Pacing Guide for World Language

### Grade: Third

Unit	Approximate Months	Unit	Topics
1	September- November	School Days	<ul style="list-style-type: none"> <li>• Days of the week / Today, Tomorrow, Yesterday</li> <li>• Months of the Year</li> <li>• Seasons</li> <li>• Schools Supplies</li> <li>• Commands in Spanish (toca, mira, siéntese, levántense)</li> <li>• Dia de los Muertos</li> <li>• Diwali</li> <li>• Numbers from 21-50</li> </ul>
2	December- February	Food, Glorious Food	<ul style="list-style-type: none"> <li>• Food</li> <li>• Drinks</li> <li>• Verbs (me gusta, no me gusta)</li> <li>• Create a party menu for a holiday</li> <li>• Holiday Traditions/Family Traditions</li> </ul>
3	March- June	All About Me	<ul style="list-style-type: none"> <li>• Describing Feelings/Preferences</li> <li>• Say, How old you are and how old family members are in Spanish</li> <li>• Expressions in Spanish “tengo hambre, tengo sed, tengo frio, tengo calor”</li> <li>• Discuss climate in Spanish speaking countries and how it has changed over the years</li> <li>• Describe Body Parts</li> <li>• Provide students with the opportunity to discuss and create a presentation on how to make the world a better place culminating with Earth Day.</li> <li>• Describe family members using adjectives: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old, intelligent - Create a family tree</li> </ul>

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific

# Third Grade World Language Curriculum

## Unit 1: School Days

### Unit Overview

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on days of the week, months of the year, seasons, school supplies, commands, Dia de los Muertos, Diwali, and numbers 21-50. In addition, students explore what their own culture may have in common with the target language culture.

#### **Interpretive Mode**

*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.*

#### **Interpersonal Mode**

*Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

#### **Presentational Mode**

*Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.*

### Standards (NJSLS) Addressed in this Unit

#### **Interpretive Mode**

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television which focus on the days of the week, months of the year, seasons, school supplies, commands, and body parts.

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 Mode**

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about days of the week, months of the year, seasons, school supplies, commands, and body parts.

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.
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**

Students use memorized vocabulary about days of the week, months of the year, seasons, school supplies, commands, and body parts.

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.

### **Unit Specific Vocabulary**

- Lunes, martes, miércoles, jueves, viernes, sábado, domingo/ hoy, mañana, ayer
- January – enero, February – febrero, March – marzo, April – abril, May – mayo, June – junio, July

– julio, August – agosto, September – septiembre, October – octubre, November – noviembre, December – diciembre

- el invierno, la primavera, el verano, el otoño — autumn or fall
- (toca, mira, siéntese, levántense)

## Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1	<ul style="list-style-type: none"> <li>• <i>Students will be able to answer comprehension questions on Día de Los Muertos, Diwali and number 20-40 throughout class.</i></li> </ul>
7.1.NM.IPRET.2	<ul style="list-style-type: none"> <li>• <i>Students will be able to create a slide with the seasons and its corresponding months to explain the seasons of the year.</i></li> </ul>
7.1.NM.IPRET.2 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> <li>• <i>Students will be able to answer what day it is today, tomorrow, yesterday in Spanish.</i></li> </ul>
7.1.NM.IPRET.4 7.1.NM.IPERS.2 7.1.NM.IPERS.6 7.1NM.IPERS.5 7.1.NM.PRSNT.3	<ul style="list-style-type: none"> <li>• <i>Students will be able to recognize the months of the year.</i></li> <li>• <i>Students will be able to describe the weather/climate in each season and notice changes in patterns.</i></li> <li>• <i>Students will be able to know the months which belong for each season.</i></li> <li>• <i>Students will be able to recite and sing along with “Vacaciones” audio to learn words for seasons.</i></li> </ul>
7.1.NM.IPRET.3 7.1.NM.IPERS.1 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> <li>• <i>Students will be able to recognize and identify words for items used in and around the classroom.</i></li> <li>• <i>Students will request and provide information about what classroom items they need to use and or share.</i></li> <li>• <i>Students will be able to respond to simple commands in Spanish such as “toca la silla, busca el lapiz...”</i></li> </ul>
7.1NM.IPRET.5 7.1.NM.IPRET.2 7.1NM.IPRET.6 7.1.NM.IPRET.1	<ul style="list-style-type: none"> <li>• <i>Students will be able to create and present a picture about each season and weather of one Spanish speaking country.</i></li> <li>• <i>Students will be able to sing “Busca en la mochila” Spanish.</i></li> <li>• <i>Students will be able to identify the number or how many classroom items are in a backpack.</i></li> </ul>
7.1NM. IPERS.4	<ul style="list-style-type: none"> <li>• <i>Students will be able to recognize the similarities and differences of the seasons in Spanish countries.</i></li> </ul>

## Assessments

### Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Days of the Week”/ “Months & Seasons”
- Class participation/discussion
- Teacher observation of pronunciation

### Specific Assessments

- **Oral:** Teacher will observe student’s oral responses regarding questions on the days of the week.
- **Written:** Students will complete a months and seasons project in which they identify the months of the year and which seasons they fall under. Students will conduct interviews with peers where they use new vocabulary.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, flipgrid- Students will read and answer questions involving vocabulary words, Quizizz - <https://quizizz.com/> - Students will complete online quizzes which assess a variety of Spanish topics.
- Students will continue to create Google slides for new vocabulary (word/image).
- **Summative:** Teachers will assess students using a rubric for unit assessment.

### Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Youtube video - Los meses del año
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

#### Mentor Texts

- **Filipino Friends** by Liana Romulo

### Suggested Modifications and Accommodations

*These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

### Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions



- 1:1 assistance when noted in IEP

### Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

### English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce the amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

### Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

### Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

### Interdisciplinary Connections

*Physical*

Explain and perform essential elements of movement skills in both isolated settings

<i>Education</i> 2.5.4.A.1	(i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)
<i>Physical Education</i> 2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.
<b><u>Career Readiness, Life Literacies, and Key Skills</u></b>	
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
<b><u>Career Ready Practices</u></b>	
CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.
<b><u>Computer Science and Design</u></b>	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

<b><u>SocialEmotional Learning Competencies</u></b>	
<ul style="list-style-type: none"> <li>● <b><u>Self-Awareness:</u></b> ability to recognize one’s emotions and know one’s strengths and limitations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.</li> <li>■ Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.</li> <li>■ Self-advocating when working on task. Asking questions when not understanding.</li> </ul> </li> </ul> </li> <li>● <b><u>Self-Management:</u></b> ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> <li>○ Connections: <ul style="list-style-type: none"> <li>■ Applying Open Circle strategies such as belly breathing when feeling upset or anxious.</li> <li>■ Cool down spot in the classroom to take a break.</li> </ul> </li> </ul> </li> <li>● <b><u>Social Awareness:</u></b> ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> <li>○ Connections:</li> </ul> </li> </ul>	

- Students becoming the “expert” helper to support others in their work. I.e. pronunciation of words.
  - Being a good audience when others are presenting.
  - Celebrating successes of self and others.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules
    - When chosen to be team leader, delegating responsibilities to other group members.

## ***Unit 2: Food, Glorious Food***

### **Unit Overview**

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on food, drinks, creating a holiday menu, expressing verbs likes and dislikes/ (me gusta/no me gusta) and discussing holiday traditions with family. In addition, students explore what their own culture may have in common with the target language culture.

#### **Interpretive Mode**

*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.*

#### **Interpersonal Mode**

*Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences,*

*and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

**Presentational Mode**

*Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.*

**Standards (NJSLs) Addressed in this Unit**

**Interpretive Mode**

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on food, drinks, creating a holiday menu, expressing likes and dislikes/ (me gusta/no me gusta) and discussing holiday tradition.

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.

**Interpersonal Mode**

Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about food, drinks, creating a holiday menu, expressing likes and dislikes/ (me gusta/no me gusta), and discussing holiday traditions.

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.

**Presentational Mode**

Students use memorized vocabulary about food, drinks, creating a holiday menu, expressing likes and dislikes/ (me gusta/no me gusta), and discuss holiday traditions.

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.

### Unit Specific Vocabulary

- Food-- comida
- Drinks-- beber
- me gusta, no me gusta
- Arroz, flores, frutas, mercado, agua, azúcar, ingredientes, piña, taza

### Suggested Teaching Points

<u>New Jersey Student Learning Standards</u> <u>NJSLS-World Languages</u>	<u>Objectives</u>
7.1NM.IPRET.1 7.1NM.IPRET.3	<ul style="list-style-type: none"> <li>• <i>Students will be able to learn food and food item vocabulary in Spanish.</i></li> </ul>
7.1.NM.IPERS.2 7.1.NM.PRSNT.1	<ul style="list-style-type: none"> <li>• <i>Students will be able to describe breakfast, lunch and dinner foods.</i></li> </ul>
7.1.NM.IPERS.3 7.1.NM.IPRET.2 7.1.NM.PRSNT.2	<ul style="list-style-type: none"> <li>• <i>Students will be able to express and respond verbally and or using gestures to express what foods they like or dislike in Spanish . (Me gusta o no me gusta)</i></li> </ul>
7.1.NM.IPERS.3 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> <li>• <i>Students will be able to use the verb “gustar” to talk about food that they like and dislike.</i></li> </ul>
7.1.NM.PRSNT.5 7.1.NM.PRSNT.3 7.1.NM.IPERS.1	<ul style="list-style-type: none"> <li>• <i>Students will be able to use digital tools (google drawing with slide) to create a holiday menu.</i></li> <li>• <i>Students will be able to work in pairs and report three things that their partner likes to eat, three things that he/she doesn’t like, and three things that they both like. (Interview sheet)</i></li> </ul>
7.1NM.IPRET.1 7.1.NM.IPRET.4	<ul style="list-style-type: none"> <li>• <i>Students will be able to listen and discuss books on “ Tradiciones” and name some of the vocabulary words from the stories.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Students will be able to take note of the vocabulary words as the teacher reads the stories.</i></li> </ul>
7.1NM.IPRET.1 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> <li>• <i>Students will be able to compare eating habits in the United States with those of other countries.</i></li> </ul>

### Assessments

#### Possible Ongoing Assessments

- Listening activities
- Listening/ written quiz: "Personal Interests"/ "Food and Vocabulary"
- Class participation/discussion
- Teacher observation of pronunciation

#### Specific Assessments

- **Oral:** Students will engage in a mini-dialogue with the teacher in which they discuss and order different foods..
- **Written:** Students will write and create a menu with different foods for a special holiday. Students will create a menu with foods they like; *me gusta, no me gusta*.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, "Hola Mundo" - Students will read and answer questions involving vocabulary and listen to audio songs involving foods.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.

#### Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com/) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com/) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Youtube video - Holidays around the World
- Listos! Level A and/or B, Student Edition, Textbook and Workbook

#### Mentor Texts

- **Your Name is a Song** by Jamilah Thompkins-Bigelow

### Suggested Modifications and Accommodations

*These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

#### Special Education Students

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)

- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP

### Students at Risk

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

### English Language Learners

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required
- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

### Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

### Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

## Interdisciplinary Connections

*Physical Education*  
2.5.4.A.1

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

*Physical Education*  
2.5.4.A.3

Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions.

## Career Readiness, Life Literacies, and Key Skills

9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view.

9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

## Career Ready Practices

CLKSP4

Demonstrate creativity and innovation.

CLKSP8

Use technology to enhance productivity, increase collaboration, and communicate effectively.

CLKSP9

Work productively in teams while using cultural/global competence.

## Computer Science and Design Thinking

8.1.5.DA.1

Collect, organize, and display data in order to highlight relationships or support a claim.

## Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
    - Self-advocating when working on a task. Asking questions when not understanding.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in



stressful situations

- Connections:
  - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
  - Cool down spot in the classroom to take a break.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work. I.e. pronunciation of words.
    - Being a good audience when others are presenting.
    - Celebrating successes of self and others.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules
    - When chosen to be team leader, delegating responsibilities to other group members.

## ***Unit 3: All About Me***

### **Unit Overview**

Students use the target language in the three modes of communication to demonstrate and apply their knowledge on describing feelings/preferences, say how old you are, expressions in Spanish: "tengo hambre, tengo sed, tengo frio, tengo calor", discuss climate in Spanish speaking countries and how climate changes over time, provide students with the opportunity to discuss and create a presentation on how to make the world a better place culminating with Earth Day, describe family members using adjectives: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old and intelligent and create a family tree presentation. In addition, students explore what their own culture may have in common with the target language culture.

### **Interpretive Mode**

*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.*

**Interpersonal Mode**

*Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.*

**Presentational Mode**

*Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.*

**Standards (NJSLs) Addressed in this Unit**

**Interpretive Mode**

Students interpret authentic written/and or video websites, videos, songs, stories, short clips from movies and television that focus on describing feelings/preferences, say how old you are, expressions in Spanish: “tengo hambre, tengo sed, tengo frio, tengo calor”, discuss climate in Spanish speaking countries and how climate changes over time, provide students with the opportunity to discuss and create a presentation on how to make the world a better place culminating with Earth Day, describe family members using adj,: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old and intelligent and create a family tree presentation.

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 Mode**

<p>Students establish spontaneous/unscripted short conversations with classmates, teachers and native target language speakers, in which they ask and answer questions about describing feelings/preferences, say how old you are, expressions in Spanish: “tengo hambre, tengo sed, tengo frio, tengo calor”, discuss climate in Spanish speaking countries and how climate changes over time, provide students with the opportunity to discuss and create a presentation on how to make the world a better place culminating with Earth Day, describe family members using adj,: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old and intelligent and create a family tree presentation.</p>	
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.
7.1NM.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.
<p><b>Presentational Mode</b></p> <p>Students use memorized vocabulary about describing feelings/preferences, say how old you are, expressions in Spanish: “tengo hambre, tengo sed, tengo frio, tengo calor”, discuss climate in Spanish speaking countries and how climate changes over time, provide students with the opportunity to discuss and create a presentation on how to make the world a better place culminating with Earth Day, describe family members using adj,: big, pretty, tall, athletic, handsome, short, artistic, nice, young, old and intelligent and create a family tree presentation</p>	
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.

### Unit Specific Vocabulary

- Familia, Mi, La, mama/mami/madre, papa/papi/padre, hermana, hermano, tio, tia, abuela, abuelo, primo, prima
- mayor, pequeño, menor, bajo biejo, alto
- Clima, temperatura, bueno para la tierra, malo para la tierra
- años
- grande, bonita/o, alta/o, atletica/o, hermoso, corta/o, artistica/o, joven, antigua/o, inteligente
- Temperatura-Teperature
- Cambio-Change
- El Clima está cambiando porque . . . - The climate is changing because . . .

### Suggested Teaching Points

<b><u>New Jersey Student Learning Standards</u></b> <b><u>NJSLS-World Languages</u></b>	<b><u>Objectives</u></b>
7.1NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.PRSNT.1	<ul style="list-style-type: none"> <li>● <i>Students will be able to reflect and identify on others and their own family values and traditions, and begin to understand and express why these things are important to them.</i></li> </ul>
7.1.NM.PRSNT.3 7.1.NM.IPERS.4	<ul style="list-style-type: none"> <li>● <i>Students will imitate, recite, and dramatize the song “Yo me llamo Julia”</i></li> <li>● <i>Students will be able to say the words for and describe family members' intrinsic and extrinsic characteristics in Spanish.</i></li> </ul>
7.1.NM.PRSNT.2	<ul style="list-style-type: none"> <li>● <i>Students will be able to understand and state in the target language why family is important to them.</i></li> </ul>
7.1.NM.IPERS.5	<ul style="list-style-type: none"> <li>● <i>Students will be able to say a family member's relationship in Spanish.</i></li> </ul>
7.1.NM.IPERS.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.5 7.1.NM.IPERS.1 7.1.NM.PRSNT.4	<ul style="list-style-type: none"> <li>● <i>Students will request and provide information about their family members by answer the “Como se llama tu mama, papa, hermana, hermano .....”. (What is your mom, dad, brother, sister... name)</i></li> <li>● <i>Students will be able to answer the question of how many brothers and sisters he/she has.</i></li> <li>● <i>Students will be able to ask “how old are you?” in Spanish.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Students will be able to reply in Spanish “I am _____ years old.”</li> <li>• Students will be able to identify and describe family members.</li> </ul>
7.1.NM.IPERS.2 7.1.NM.PRSNT.2 7.1.NM.IPERS.3 7.1.NM.PRSNT.6 7.1.NM.IPERS.6 7.1.NM.IPRET.5	<ul style="list-style-type: none"> <li>• Students will be able to create and present a picture of their family tree.</li> <li>• Students will be able to sing Happy Birthday in Spanish.</li> <li>• Students will be able to recognize the expression in Spanish “tengo hambre,tengo sed,tengo frio,tengo calor”.</li> <li>• Students will be able to recognize adjectives such as big, pretty, tall, athletic, handsome, short, artistic, nice, young, old and intelligent.</li> <li>• Students will be able to recognize that our climate is changing and that there are things they can do about it. (Earth Day slide)</li> <li>• Students will be able to name and label tangible cultural products associated with climate change in the target language regions of the world through their presentation.</li> <li>• After learning about authentic issues such as climate change in targeted cultures and their own, students will engage in discussions with peers about climate change in the target regions of the world and in one’s own region using phrases such as, “El Clima está cambiando porque . . . “- “The climate is changing because . . .”</li> </ul>
7.1.NM.IPERS.5	<ul style="list-style-type: none"> <li>• Students will be able to recognize ethnic heritage.</li> <li>• Students will be able to celebrate their family.</li> </ul>

### Assessments

#### Possible Ongoing Assessments

- Listening activities
- Listening/ written quizzes: “Personal Interests”/ ”Food and Vocabulary”
- Class participation/discussion
- Teacher observation of pronunciation

#### Specific Assessments

- **Oral:** Students will engage in a mini-dialogue with the teacher in which they discuss and order different foods.
- **Written:** Students will write and create a menu with different foods for a special holiday. Students will create a menu with foods they like; *me gusta, no me gusta*.
- **Class Participation:** Students will engage in class discussions.
- **Digital:** FlipGrid: <https://flipgrid.com/> - Students will record themselves speaking in Spanish, “Hola Mundo” - Students will read and answer questions involving vocabulary and listen to audio songs involving foods.
- **Summative:** Teachers will assess students using a rubric for each individual assessment.
  - **Family Tree:** Students will individually create a family tree with pictures and descriptions of each family member. Students will present their family tree to peers and their teacher.

#### Core Instructional Materials

- [Rockalingua.com](https://www.rockalingua.com) Song and Vocabulary
- [Quizlet.com](https://www.quizlet.com) Vocabulary Flash Cards
- ¡Hola Mundo! ¡Hola Amigos! Audio and visual : Teacher and Student manual, student workbook)
- Youtube video - Mi familia
- Listos! Level A and/or B, Student Edition, Text book and Workbook
- Google Slides

Mentor Texts

- The Most Beautiful Thing by Kao Kalia Yang
- Nuestra Tierra by Dona Herweck Rice

**Suggested Modifications and Accommodations**

*These strategies can be adapted to scaffold for students needing more support or extending the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.*

**Special Education Students**

- Facial expressions and gestures that accompany oral language
- Varied grouping (individual/partner/small group/whole group)
- Heterogeneous ability pairing/grouping
- Multi-sensory approach (visual/auditory/tactile/kinesthetic)
- Alternative assignments/assessments (rubrics/checklists)
- Preferential seating
- Positive reinforcement
- Specific feedback
- Extended time for assignments
- Repeated directions
- 1:1 assistance when noted in IEP
- Greetings and feelings students will be given emoji balls with which they will be able to express their feelings at the beginning of the class

**Students at Risk**

- Improvement plans within a set time frame
- Multi-sensory manipulatives
- Preferential seating
- Behavior chart to increase focus and work completion
- Sensory breaks
- Chromebook extensions
- Visualizing and verbalizing

**English Language Learners**

- Collaborate with English language teacher
- Preview content vocabulary visual clues (pictures)
- Use group projects rather than individual work
- Use of translation dictionaries to locate words in the native language
- Allow errors in speaking
- Reduce amount of work required

- Repeated directions
- Check for understanding
- Asking pointed questions
- Use of iPad for translation between English and Spanish
- Direct instruction of idioms with pictures
- Use of interactive English and Spanish vocabulary websites

### Gifted and Talented

- Challenge questions and higher level thinking
- Reading in higher level spanish book
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Allow gifted students to take an assessment before starting a new unit to see what information is already familiar to them

### Students with 504 Plans

- Provide notes/outlines/study guides
- Extended time for assignments/assessments
- Leveled/supplemental materials/resources
- Break up material into smaller parts
- Advanced organizers
- Repeated review/drill
- Memory-aids

### Interdisciplinary Connections

<i>Physical Education</i> 2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)
<i>Physical Education</i> 2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Ongoing feedback impacts improvement and effectiveness of movement actions

### Career Readiness, Life Literacies, and Key Skills

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
9.4.5.TL.5	Collaborate digitally to produce an artifact.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.

### **Career Ready Practices**

CLKSP4	Demonstrate creativity and innovation.
CLKSP8	Use technology to enhance productivity, increase collaboration, and communicate effectively.
CLKSP9	Work productively in teams while using cultural/global competence.

### **Computer Science and Design Thinking**

8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.

### **Social Emotional Learning Competencies**

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
  - Connections:
    - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
    - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
    - Self-advocating when working on task. Asking questions when not understanding.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
  - Connections:
    - Applying Open Circle strategies such as belly breathing when feeling upset or



anxious.

- Cool down spot in classroom to take a break.

- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students becoming the "expert" helper to support others in their work. I.e. pronunciation of words.
    - Being a good audience when others are presenting.
    - Celebrating successes of self and others.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
    - Students provide positive feedback to others to support their learning.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Class rules
    - Class discussions
    - Following rules
    - When chosen to be team leader, delegating responsibilities to other group members.