

CURRICULUM

FOR

ELEMENTARY

SPANISH

GRADES K-6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Melinda Rosso, Program Supervisor of World Language, ESL & Bilingual

The Board acknowledges the following who contributed to the preparation of this curriculum.

Melinda Rosso

Tiffany Beer, Director of Curriculum and Instruction

RAHWAY PUBLIC SCHOOLS CURRICULUM

World Language – Elementary Spanish – Grades K-6

PACING GUIDE

Kindergarten

Unit	Title	Pacing
1	All About Me	20 weeks *
2	Animals	20 weeks *

Grade 1

Unit	Title	Pacing
1	School Days	20 weeks *
2	Food, Glorious Food	20 weeks *

Grade 2

Unit	Title	Pacing
1	Home Sweet Home	20 weeks *
2	Celebrations	20 weeks *

Grade 3

Unit	Title	Pacing
1	All About Me	20 weeks *
2	School Days	20 weeks *

Grade 4

Unit	Title	Pacing
1	Food, Glorious Food	20 weeks *
2	Going Green	20 weeks *

Grade 5

Unit	Title	Pacing
1	Home Sweet Home	20 weeks *
2	Celebrations	20 weeks *

Grade 6

Unit	Title	Pacing
1	Migratory Animals	20 weeks *
2	Going Green	20 weeks *

*Students in grades K-6 have world language two times a week for a full school year.

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy who the student can work with.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.

- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: All About Me

Target Course/Grade Level: Elementary Spanish - Kindergarten

Unit Summary: Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.

Approximate Length of Unit: 20 weeks (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.A.1** Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2** Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3** Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.3** Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.

English Language Arts:

- SL.K.1.** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

Math:

- K.OA.A.1.** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.5.** Fluently add and subtract within 5.

Technology:

- 8.1.2.A.2** Create a document using a word processing application.

Comprehensive Health and Physical Education:

- 2.1.2.E.1** Identify basic social and emotional needs of all people.

Unit Understandings:

Students will understand that...

- In order to connect with the world on a positive note, first impressions are a priority; the awareness of what can cause a good impression is vital.
- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- My language and culture have similarities and differences to Spanish.
- Exposure to different cultures leads to greater understanding of one's culture.
- The language of a locale is defined by its inhabitants.

Unit Essential Questions:

- Why is it essential to know how to greet people and say goodbye formally and informally in another language?
- What is personal identity and how is it developed?
- How are Spanish and English similar and different?
- How is language related to culture?

Knowledge and Skills:

Students will know...

- Culturally appropriate expressions and gestures to greet and take leave
- Structures necessary to ask and give:
 - Names
 - Emotions
 - Age
 - Where one lives and goes to school
- Alphabet
- Numbers 1-31
- Basic physical characteristics
- Basic personality qualities
- Names of countries where the target language is spoken

Students will be able to ...

- Greet others and say goodbye appropriately based on time of day and formality.
- Ask and respond to basic questions about oneself including name, age, emotions, where one lives and where one goes to school.
- Recite the alphabet and spell their name.
- Describe objects with basic adjectives and color.
- Identify countries where the target language is spoken around the world.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive (Part 1) – Students will hear a description and will have to select the picture that goes with the description.
 - Interpretive (Part 2) – Students will hear a description of a girl and will draw a picture based on the description they hear.
 - Interpersonal – Students are going to meet students from a school in a Spanish-speaking country. Students will exchange information including name, age, where they are from, what they look like and what their personality is like. They will have to use appropriate greetings and leave-takings.
 - Presentational - Before having the opportunity to talk with children from the Spanish-speaking country using Skype, students prepare a short clip in which they introduce themselves and a classmate and provide basic autobiographical information.
- Tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.

- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Animals

Target Course/Grade Level: Elementary Spanish - Kindergarten

Unit Summary: Students use the target language in the three modes of communication to ask and give basic information about animals. They will be able to describe the type of animal and/or pet, its color, the basic body parts, adjectives (including colors), habitat and the action that the animal performs.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

English Language Arts:

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

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

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

Math:

K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.5. Fluently add and subtract within 5.

Science:

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS2-1. Construct an argument that some animals form groups that help members survive.

Technology:

8.1.2.A.2. Create a document using a word processing application.

Unit Understandings:

Students will understand that...

- All living things have a habitat.
- Animals are made up of different parts that help them function and move in different ways.
- The sounds that animals make are different in the Spanish language.

Unit Essential Questions:

- How do animals live and survive within their habitat?
- How are animals similar to or different from other animals?
- How does the environment shape an animal's physical characteristics, eating habits, and behavior?

Knowledge and Skills:

Students will know...

- Domestic animals
- Zoo animals
- Structures for expressing likes and dislikes
- Basic body parts
- Adjectives to describe physical traits
- Colors
- Shapes
- Types of habitats
- Verbs to describe how various animals move (walk, run, swim, fly, jump)
- Adverbs (slowly, quickly)
- The verb tener

Students will be able to ...

- Identify domestic and zoo animals
- Express animal preferences
- Describe animals by physical traits and colors
- Identify the parts of the body and describe them
- Identify colors, shapes and characteristics
- Describe how different animals move.
- Describe where different animals live.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive – Students will hear descriptions of animals without being given the name of the animal. Students will select the picture of the animal and match it to the description they heard.
 - Interpersonal - Students will be given a picture prompt and will ask and respond to questions about the animals, their parts of the body, their description and their habitat.
 - Presentational – Students will create a PowerPoint presentation or a paper presentation about their favorite animal/pet. They will orally present their favorite animal/pet to the class.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
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- Use gestures to respond to prompts.
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- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
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- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

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- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: School Days

Target Course/Grade Level: Elementary Spanish – Grade 1

Unit Summary: Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

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21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.4.A.14.** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.C.2.** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.9.** Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.D.13.** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.18.** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19.** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20.** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

- RL.1.1.** Ask and answer questions about key details in a text.
- RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.

Technology:

- 8.1.P.A.3.** Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.5.** Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2.** Create a document using a word processing application.
- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.P.C.1.** Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.C.1.** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit Understandings:

Students will understand that...

- School life and daily routines may vary among regions due to differences in geography, culture, climate and history.
- The subjects students learn in Spanish-speaking countries may differ from what I learn based on the needs of the people due to geographical and cultural contexts.

Unit Essential Questions:

- How does culture affect school life?
- How are my classes similar and different to those of students in a Spanish-speaking country?

Knowledge and Skills:

Students will know...

- Names of basic classroom objects/school supplies
- People in a school (principal, teacher, nurse, counselor, student)
- Locations/rooms of a school
- Class subjects
- Structures to express preferences
- Classroom commands with class objects/supplies
- Colors
- Shapes
- Calendar: days of the week and months of the year
- Cultural products related to school
- Cultural practices related to school

Students will be able to ...

- Identify classroom objects and school supplies in Spanish.
- Identify the various people that are in a school.
- Label the locations in a school.
- Identify class subjects.
- Express preferences of class subjects.
- Recognize and respond physically to commands dealing with classroom objects.
- Name the colors and describe objects by color.
- Identify shapes and describe objects by shape.
- Ask and give the date.
- Ask and give birthdays.
- Describe products and practices related to school in the home and target language country.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive:
 - Students will skim and scan target language authentic materials to identify classroom items and furniture and their location.
 - Students will use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture.
 - Interpersonal:

- Students will ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
- Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
- Presentational: Produce a written (in a Venn Diagram) or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.

- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

<i>RESOURCES</i>

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Food, Glorious Food

Target Course/Grade Level: Elementary Spanish – Grade 1

Unit Summary: Students use the target language in the three modes of communication to explore cultural products and practices related to foods in the home and target cultures.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.4.C.2.** Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.8** Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.1.4.C.9.** Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.D.13.** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.18.** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.19.** Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4.D.20.** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

- RL.1.1.** Ask and answer questions about key details in a text.
- RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events.
- RI.1.4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- SL.1.4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6.** Produce complete sentences when appropriate to task and situation.

Technology:

- 8.1.P.A.3.** Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.5.** Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2.** Create a document using a word processing application.
- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.P.C.1.** Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.C.1.** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

2.1.P.B.2 Develop awareness of nutritious food choices.

2.1.2.B.1 Explain why some foods are healthier to eat than others.

2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

2.1.2.B.3 Summarize information about food found on product labels.

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

2.1.6.B.1 Determine factors that influence food choices and eating patterns.

Unit Understandings:

Students will understand that...

- Healthy eating habits and fitness practices may vary across cultures.
- The types of foods people eat in Spanish-speaking countries are different due to historical, geographical, and cultural factors.
- There are certain activities that people do on a daily basis to maintain a healthy and productive lifestyle.

Unit Essential Questions:

- How is what I eat different from what people in Spanish-speaking countries eat? Why do these differences exist?
- What does healthy living look like in different parts of the world?

Knowledge and Skills:

Students will know...

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Names of foods specific to the target language country
- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Compare

Students will be able to ...

- Identify various types of foods from the food groups.
- Identify food from the target language country.
- Describe foods by color, shape, and size.
- Ask and respond to questions about food preferences, products, and practices.
- Compare different types of food.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive – Students will skim and scan age- and level-appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). They will listen to the song about eating. As they listen to the song, they will paste pictures of the item mentioned in the song in chronological order.
 - Interpersonal – Students will use memorized words and phrases to ask and respond to questions related to food preferences, products and practices.
 - Presentational – Students will present cultural products and imitate cultural practices related to food as found in age and level appropriate, culturally authentic materials.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Home Sweet Home

Target Course/Grade Level: Elementary Spanish – Grade 2

Unit Summary: Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different by examining the design and contents of homes.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.B.1** Develop an awareness of the physical features of the neighborhood/community.
- 6.1.4.B.4** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions.
- 6.1.4.C.9** Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2** Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3** Express individuality and cultural diversity.
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.11** Determine how local and state communities have changed over time, and explain the reasons for changes.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

- NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

- 8.1.P.A.3.** Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.5.** Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2.** Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Unit Understandings:

Students will understand that...

- Many products and practices related to home and community are shared across cultures; others are culture-specific.
- People in different parts of the world live in different kinds of homes due to historical, geographical, and cultural differences.

Unit Essential Questions:

- How are homes in Spanish-speaking countries similar and different to those in America?
- Why do differences exist in the types of homes people live in around the world?

Knowledge and Skills:

Students will know.....

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Characteristics of a home
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
- Memorized and frequently practiced questions related to:
 - Rooms in the home
 - Location of items in the home

The following items have already been assessed in previous units and are being recycled in this unit:

- Colors
- Shape
- Numbers
- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location
 - Give and respond to commands (as memorized chunks)

Students will be able to ...

- Identify the rooms in a house.
- Describe the types of furniture found in the various rooms of a home.
- Identify common household items found in each room and say where they are used.
- Discuss the characteristics of a home including size, color, shapes.
- Ask and describe what various homes are like and what rooms are inside them.

- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture).
- Compare homes in the target and home cultures.
- Create multimedia rich visual representation of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic texts to identify cultural products and practices related to home life. They will watch a video and decide whether the statements are true, false, or not part of the description.
 - Interpersonal- Students will ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language.
 - Presentational- Students will create a multimedia rich presentation to compare homes in the home and target culture(s). They will retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play

- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Celebrations

Target Course/Grade Level: Elementary Spanish – Grade 2

Unit Summary: Students use the target language in the three modes of communication to explore cultural celebrations in the home and target cultures focusing on who celebrates what, when, and with whom. They examine the relationship between dress and specific celebrations.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

- 6.1.P.D.1** Describe characteristics of oneself, one's family, and others.
- 6.1.P.D.2** Demonstrate an understanding of family roles and traditions.
- 6.1.P.D.3** Express individuality and cultural diversity.
- 6.1.P.D.4** Learn about and respect other cultures within the classroom and community.
- 6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.4.D.18** Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4.D.20** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

- NJLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research

Technology:

- 8.1.P.A.3.** Use digital devices to create stories with pictures, numbers, letters and words.
- 8.1.P.A.5.** Demonstrate the ability to access and use resources on a computing device.
- 8.1.2.A.2.** Create a document using a word processing application.
- 8.1.2.A.4.** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.P.C.1.** Collaborate with peers by participating in interactive digital games or activities.
- 8.1.2.C.1.** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Visual and Performing Arts:

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Unit Understandings:

Students will understand that...

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- There are a variety of celebrations and festivals throughout Latin America and Spain.
- Holidays and festivities specific to the target language country are derived from historical and cultural events of the past and are a significant part of the culture at large.

Unit Essential Questions:

- What defines a celebration?
- Where are traditions derived from?
- How do holidays and festivities shape one's culture?
- What are the roles that holidays and festivities play in one's life?
- How do celebrations relate to personal identity?
- How are celebrations similar and different to celebrations in my country?

Knowledge and Skills:

Students will know...

- Family members
- Articles of clothing
- Names of authentic holidays and celebrations from the target language culture
- Activities associated with holidays and celebrations
- Objects associated with holidays and celebrations
- Seasons
- Songs and dances specific to holidays and celebrations
- Structures needed to:
 - Ask and answer questions related to family members
 - Ask and answer questions related to clothing and preferences
 - Ask and answer questions related to when holidays and celebrations occur

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

Students will be able to ...

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask and answer simple questions related to family members.
- Answer simple questions related to family members.
- Ask and answer simple questions related to clothing.
- Ask and answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/dance/poem associated with a particular target culture celebration.
- State likes, dislikes, and preferences related to clothing.
- Describe clothing.
- Describe family members.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify people, places and things related to cultural celebrations. The teacher will read two invitations in Spanish and students will decide whether various statements are true or false based on what they hear.
 - Interpersonal- Students will ask and respond to simple questions related to holidays and other celebrations in the home and target cultures. Students will speak to a classmate to see if they celebrate a set of celebrations and will find out information about how they celebrate them.
 - Presentational- Students will dramatize an authentic song, dance or poem associated with a target culture celebration. They will memorize and perform it in a school-wide celebration. They will also create a short written presentation to share the facts about the cultural celebration they chose.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.

- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: All About Me

Target Course/Grade Level: Elementary Spanish – Grade 3

Unit Summary: Students use the target language in the three modes of communication to explore pastime preferences and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills. .

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.3 Express individuality and cultural diversity.

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

English Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.1.2.E.1 Identify basic social and emotional needs of all people.

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Visual and Performing Arts:

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Unit Understandings:

Students will understand that...

- All people have free time; how they use it depends on where and how they live.
- Children are involved in various activities with respect to their personal interests, such as music, sports, hobbies, etc.
- Successful communication allows me to establish mutual understanding and better know the people around me.

Unit Essential Questions:

- What is the concept of free time in Spanish-speaking countries?
- How do sports and pastimes of young people in Spanish-speaking countries compare to America?
- How can I build relationships with people based on mutual likes and dislikes?

Knowledge and Skills:

Students will know...

- Structures to ask and give autobiographical information
- Family and friends vocabulary
- Nationalities
- Countries where Spanish is spoken around the world
- Pastime activities from home culture
- Pastime activities from the target language culture
- Expressions used to indicate location
- The structures necessary to:
 - Express like and dislike (as memorized chunks)
 - Give and respond to commands (as memorized chunks)
 - Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities

Students will be able to ...

- Ask and respond to questions about personal information.
- Identify familiar people.
- Ask and respond to questions about other people.
- State their nationality and others' nationalities.
- Locate Spanish-speaking countries on the map.
- Recognize pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to pastime activities using digital tools and face-to-face communication.

- Answer simple questions related to pastime activities using digital tools and face-to-face communication.
- Describe self and others using oral or written text.
- Identify culturally specific pastime activities.
- Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify pastime activities and preferences related to these activities. Students will hear what students from Spain like to do and will select the picture or pictures that represent what each student likes to do.
 - Interpersonal- Students will ask and respond to memorized questions about preferences related to pastime activities using digital tools and face-to-face communication.
 - Presentational- Students will list culturally specific and personal pastime activities and create a multimedia presentation about them in Spanish.
- Teacher made tests
- Teacher made quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.

- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: School Days

Target Course/Grade Level: Elementary Spanish – Grade 3

Unit Summary: Students use the target language in the three modes of communication to explore school life in the home and target cultures (i.e. classes, schedules, activities, and preferences). Students understand that their school experiences in some ways are similar to and different from that of students in the target culture.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.4.A.14. Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit Understandings:

Students will understand that...

- A school week's schedule and daily routines may vary among regions.
- In each country, time is expressed in various formats.
- One can find several similarities between the American and Spanish educational systems.

Unit Essential Questions:

- How do the Spanish and American educational systems differ and relate?
- How is time expressed in other countries around the world?
- How does the environment affect my daily life in the society that I live in?

Knowledge and Skills:

Students will know.....

- School subjects
- Activities associated with school
- Days of the week
- Months of the year
- Ordinal numbers
- Question words
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Respond to simple questions related to school activities in the present time frame

The following items are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Expressions used to indicate location

Students will be able to ...

- Interpret a school schedule to identify classes and time.
- Identify extra-curricular activities typical in the target culture.
- Ask memorized questions related to school life.
- Answer simple questions related to school life.
- Express likes and dislikes related to academic and social aspects of school life.
- Describe a typical school day.
- Compare school life in the target culture(s) with school life in the U.S.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to a typical school day in the target culture(s). They will use physical response to demonstrate understanding of classroom routines.
 - Interpersonal- Students will ask and respond to memorized questions about a typical school day using digital tools and face-to-face communication through the target language.
 - Presentational- Students will produce a multimedia rich presentation that compares school life in the home and target culture(s).
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

<i>RESOURCES</i>

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Food, Glorious Food

Target Course/Grade Level: Elementary Spanish – Grade 4

Unit Summary: Students use the target language in the three modes of communication to examine cultural products and practices related to healthy eating in the home and the target cultures.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.4.C.9. Compare and contrast how the availability of resources affects people across the world differently.

6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18. Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19. Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20. Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

2.1.P.B.2 Develop awareness of nutritious food choices.

2.1.2.B.1 Explain why some foods are healthier to eat than others.

2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

2.1.2.B.3 Summarize information about food found on product labels.

2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.

2.1.6.B.1 Determine factors that influence food choices and eating patterns.

Unit Understandings:

Students will understand that...

- Meal-time customs vary widely among cultures and reflect perspectives of people.
- What, when and where people eat is a function of their geography and culture.

Unit Essential Questions:

- How is what I eat different from what people in Spanish-speaking countries eat? Why do these differences exist?
- Why is food at the center of Hispanic culture?

Knowledge and Skills:

Students will know.....

- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
 - Memorized questions related to ordering and paying for a meal
 - Currency from target culture and conversion to American equivalent

Students will be able to ...

It is understood that students will have already mastered the following and are being recycled in this unit:

- Names of common vegetables, fruits, grains, proteins, and dairy items

- Colors
- Names of common ‘empty calorie’ foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food
- The structures needed to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Express time
 - Compare

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan age-level appropriate culturally authentic target language materials from electronic information sources to identify words and phrases associated with food preferences, products and practices of the target culture(s). They will identify a few common gestures and cultural practices associated with food preferences products and practices of the target culture.
 - Interpersonal- Students will use memorized words and phrases to ask and respond to questions to order a meal from a culturally authentic menu.
 - Presentational- Students will compare and contrast meal time practices in the target language country to meal time practices in the United States and will create a multimedia presentation in the target language.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Going Green

Target Course/Grade Level: Elementary Spanish – Grade 4

Unit Summary: Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work.

6.1.4.B.5 Describe how human interaction impacts the environment.

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

English Language Arts:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Science:

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Unit Understandings:

Students will understand that...

- Maps show where places are and provide pertinent information to navigate the physical features of the land.
- The Earth needs to be clean and safe for people to continue to live there.

Unit Essential Questions:

- How can I take care of my environment?
- Why do we use maps?
- Why do we need to recycle?

Knowledge and Skills:

Students will know.....

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items
- Vocabulary of locations

The following items are being recycled in this unit:

- Colors
- Numbers
- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

Students will be able to ...

- Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources.
- Give and follow commands related to recycled products.
- Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Compare recycled products in home and target cultures.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with recycled products of the target culture(s).
 - Interpersonal- Students will give and follow directions regarding recycled product and ask and respond to memorized questions about recycled products using digital tools and face-to-face communication.
 - Presentational- Students will produce a multimedia rich presentation that compares recycled products of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.

- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards

- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Home Sweet Home

Target Course/Grade Level: Elementary Spanish – Grade 5

Unit Summary: Students explore how household chores and the distribution of them in the home and target culture are similar and different.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions.

6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.3 Express individuality and cultural diversity.

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Unit Understandings:

Students will understand that...

- The concept of family varies from culture to culture.
- Culture and history can influence family traditions and dynamics.
- Family members share various household responsibilities in every culture.

Unit Essential Questions:

- How does culture impact family life within a Spanish-speaking country?
- How are my responsibilities at home similar to and different from the responsibilities of children in the home in a Spanish-speaking country?

Knowledge and Skills:

Students will know...

- Common household chores
- Memorized and frequently practiced questions related to distribution of chores
- Frequency terms

It is understood that students will have already mastered the following:

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Characteristics of a home
- Family members
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
 - Memorized and frequently practiced questions related to:
 - Rooms in the home
 - Location of items in the home

The following items are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location

Students will be able to ...

- Identify chores as found in authentic materials from an electronic information source.
- Ask memorized questions related to chores using digital tools.
- Respond to simple questions related to chores using digital tools.
- Use memorized language to express preferences related to the division of household chores.
- Create a multimedia rich visual representation related to chores.
- Compare common household chores in the home culture with common household chores in the target culture(s).
- Retell highlights from an authentic video or simple written text that includes description of chores.
- Identify chores that are specific to the target language culture.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify household chores. They will watch and video and will be asked to determine whether the statement is true or false based on the video.
 - Interpersonal- Students will ask and respond to memorized questions about the chores that are typically done in the target language country using digital tools and face-to-face communication in the target language.
 - Presentational- Students will retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of chores performed in the target culture(s).
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources

- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Celebrations

Target Course/Grade Level: Elementary Spanish – Grade 5

Unit Summary: Students use the target language in the three modes of communication to explore how members of the target culture celebrate important life events. They compare celebrations in the home and target culture.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3. Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

6.1.P.D.1 Describe characteristics of oneself, one's family, and others.

6.1.P.D.2 Demonstrate an understanding of family roles and traditions.

6.1.P.D.3 Express individuality and cultural diversity.

6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

English Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Comprehensive Health and Physical Education:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.6.A.1. Compare and contrast how families may change over time.

Visual and Performing Arts:

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Unit Understandings:

Students will understand that...

- Hispanic cultures celebrate holidays with different traditions.
- Other countries have different ways of preparing for special occasions.
- Traditions are an important part of cultural practices, but are a struggle to maintain traditions in a changing society.

Unit Essential Questions:

- How do people in Spanish-speaking countries prepare for special occasions?
- How do American holidays differ from Hispanic celebrations?
- What shapes cultural practices?

Knowledge and Skills:

Students will know.....

- Activities associated with planning , attending, and participating in celebrations
- Structures needed to:
 - o Describe typical holidays
- Describe activities that take place during holiday celebrations
- Compare and contrast celebrations in the home and target culture

It is understood that students will have already mastered the following:

- Family members
- Clothing

- Names of authentic holidays
- Seasons
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

The following are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week

Students will be able to ...

- Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts.
- Ask and answer memorized questions related to activities that take place during celebrations in the home and target cultures.
- Extend/accept/reject an invitation to celebrations in the home and target cultures.
- Describe celebrations in the home and target cultures.
- Create an invitation for a target culture celebration.
- Compare/contrast celebrations in the home and target cultures.
- Plan and carry out a simulated celebration related to the target culture in the classroom.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Express likes, dislikes, and preferences related to activities associated with celebrations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic audio/video/written text, from electronic information sources and other sources to identify customs and traditions.
 - Interpersonal- Ask and respond to simple questions related to customs and traditions related to cultural celebrations in the home and target cultures.
 - **Presentational-** Students will copy and write words and phrases to create a multimedia rich presentation describing a celebration in the home or target culture.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.

- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Migratory Animals

Target Course/Grade Level: Elementary Spanish – Grade 6

Unit Summary: Students use the target language in the three modes of communication to explore reasons why animals migrate in the home and target cultures.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3. Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work.

6.1.4.B.5 Describe how human interaction impacts the environment.

English Language Arts:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Science:

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

3-LS2-1. Construct an argument that some animals form groups that help members survive.

3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Unit Understandings:

Students will understand that...

- A habitat meets all the environmental conditions an animal needs in order to survive by providing shelter, food, water, and space.
- Geographic location and weather are some factors that contribute to animal migration.

Unit Essential Questions:

- How does a habitat affect an animal's survival?
- How does weather impact the life of an animal?

Knowledge and Skills:

Students will know.....

- Reasons animal migrate
- Weather patterns
- The structures necessary to describe weather

It is understood that students will have already mastered the following:

- Names of migratory animals
- Physical characteristics of migratory animals
- Basic survival needs of migratory animals

- Names of habitats of migratory animals
- Geographical locations where migratory animals may be found
- Compass points (to follow migration of animals)

The structures necessary to:

- Describe animals (e.g. verbs such as to be and to have)
- Express needs
- Show possession
- Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals.

The following items have already been assessed in previous units and are being recycled in this unit:

- Seasons
- The structures necessary to:
 - Indicate location
 - Give and respond to commands (as memorized chunks)
 - Compare
 - Express likes and dislikes

Students will be able to ...

- Recognize familiar spoken or written words and phrases related to animal migration, weather patterns, and reasons animals migrate as found in culturally authentic materials using electronic information sources.
- Demonstrate comprehension of brief oral and/or written messages about world-wide weather conditions and patterns as found in culturally authentic materials.
- Demonstrate comprehension of brief oral and/or written messages about animals native to various regions of the world as found in culturally authentic materials.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Answer simple questions related to reasons animals migrate using memorized words and phrases.
- Exchange information using words, phrases, and short sentences about weather conditions and reasons animals migrate.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about the areas around the world where animals live and the reasons they migrate at different times of the year.
 - Interpersonal- Students will ask and respond to memorized questions about migratory animals and the reasons for their migration using digital tools and face-to-face communication through the target language. They will have to use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language dealing with reasons that animals migrate.
 - Presentational- Students will retell highlights from age- and level-appropriate culturally authentic target language text orally or in writing that includes reasons animals migrate by creating a multimedia-rich presentation.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.

- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: World Language

Unit Title: Going Green

Target Course/Grade Level: Elementary Spanish – Grade 6

Unit Summary: Students use the target language in the three modes of communication to explore products and practices of the target culture(s) as they relate to reuse, recycle, and reduce.

Approximate Length of Unit: 20 weeks* (2 lessons/week)

LEARNING TARGETS

NJ Student Learning Standards

World Language:

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 studies with their own, and participate in home and global communities.

Content Strand

Interpretive: (One-way receptive communication: listening, reading, and viewing)

7.1.NM.A.1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2. Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4. Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5. Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal: (Person-person spontaneous communication: speaking and writing)

7.1.NM.B.1. Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2. Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.4. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics.

Presentational: (One-way, drafted, edited, productive communication: speaking and writing)

7.1.NM.C.1. Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.3. Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5. Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st Century Life and Career Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.

6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work

6.1.4.B.5 Describe how human interaction impacts the environment

6.1.4.B.8 Compare ways people choose to use and distribute natural resources.

6.1.4.B.9 Relate advances in science and technology to environmental concerns, and to actions taken to address them.

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

English Language Arts:

NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology:

8.1.P.A.3. Use digital devices to create stories with pictures, numbers, letters and words.

8.1.P.A.5. Demonstrate the ability to access and use resources on a computing device.

8.1.2.A.2. Create a document using a word processing application.

8.1.2.A.4. Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1. Collaborate with peers by participating in interactive digital games or activities.

8.1.2.C.1. Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Science:

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Unit Understandings:

Students will understand that...

- Technology affects our environment.
- Environmental issues are global.
- Environmental efforts in the Spanish speaking world can be different yet similar to the habits in the United States.

Unit Essential Questions:

- How can we articulate environmental issues in today's world?
- How can we address environmental issues?
- How are humans responsible for our environment?
- How can you make predictions about the future of the planet?

- How can I articulate cause and effect in relation to the environment?

Knowledge and Skills:

Students will know.....

- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
 - Give and respond to memorized commands associated with reduce, reuse, recycle
 - Indicate frequency

It is understood that students will have already mastered the following:

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items
- Vocabulary of locations

The following items have already been assessed in other unit(s) and are being recycled in this unit:

- Colors
- Numbers
- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

Students will be able to ...

- Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources
- Identify renewable resources as found in authentic materials from electronic information sources and other sources.
- Give and follow commands related to environmental practices.
- Ask memorized questions related to recycling practices of the home and target cultures.
- Respond to simple questions related to recycling practices of the home and target cultures.
- Ask memorized questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Compare practices regarding renewable resources in home and target cultures.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- End of unit assessment- students will be assessed in the interpretive, interpersonal, and presentational modes of communication.
 - Interpretive- Students will skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with environmental products, and practices of the target culture(s).
 - Interpersonal- Students will give and follow directions regarding environmental practices and will ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication through the target language.

- Presentational- Students will produce a multimedia rich presentation that compares environmental products and practices of the target culture(s) with those of the local school/community using information found in age- and level-appropriate culturally authentic texts.
- Teacher made tests/quizzes
- Dialogues/Skits
- Dictations
- Oral presentations
- Essays

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Interpretive Mode: (One-way receptive communication: listening, reading, and viewing)

- Visual identification of vocabulary.
- TPRS
- Use gestures to respond to prompts.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- Identify characters, main events, and essential details from a text or listening activity.
- Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- Match pictures with appropriate captions.
- Match reading passages with appropriate headlines and/or titles.
- Draw and/or label an illustration according to verbal or written cues.

Interpersonal Mode: (Person-person spontaneous communication: speaking and writing)

- Work in pairs to create and/or practice simple conversations.
- Dialogues, skits, role play
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Give and/or follow simple directions.
- Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Presentational Mode: (One-way, drafted, edited, productive communication: speaking and writing)

- Perform a short skit or dialogue for a class, the school or the community
- Create a poster with captions that illustrates something learned, such as a family tree.
- Produce a simple brochure or schedule, using technology when appropriate.
- Write a short, simple story using technology when appropriate.
- Develop a Web Quest (inquiry-based activity).
- Create a game that illustrates something learned, using technology when appropriate.
- Create and present simple dialogues, skits, easy poems and/or songs.
- Create short video clips, such as simple commercials or short weather reports, etc.
- Give short presentations on familiar topics.
- Describe a picture, person, object, route, etc.
- Give directions and/or create a “how to” list.
- Give a weather forecast or report.
- Compare and differentiate between pictures in a simple way.
- Present simple information gleaned from tables, maps, or graphs.
- Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- Identify cultural differences such as animal sounds and onomatopoeia.
- Exchange video and/or audiotapes with a school in the target culture.
- Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- Find cognates in culturally authentic materials.
- Examine a culturally authentic object and relate its function.
- Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- Create a chart comparing cultural products, practices and perspectives on current events.

RESOURCES

Teacher Resources:

- Teacher created games, quizzes, and flashcards
- Authentic resources/materials
- Music
- Internet resources
- Realia

Equipment Needed:

- Computer with internet access & speakers
- Projector
- Whiteboard and markers
- Maps