

Unit 1 - Beauty and Aesthetics: <i>Physical Characteristics, Personality Traits</i>	
Grade Level: 3rd Proficiency level: <i>Novice Low</i>	Length of Unit: 3 months
Unit Rationale: This unit introduces descriptive language for the language learners. Students use familiar people to practice masculine and feminine language as well as expand vocabulary of personal physical descriptions.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> Being able to describe oneself and others is useful in the target language. Everyone has different personalities. Some names are more common among boys and others more common among girls. Boys and girls use different rules with descriptive adjectives.	Essential Questions: What do I look like? What is my personality? What do my friends and family look like? What do others look like?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> I am, I have, He/She is Noun + adjective (agreement) Are you? Do you have? <u>Priority vocabulary:</u> Hair and eye color, physical characteristics, personality traits	Skills: <i>Students will be able to...</i> Describe physical appearances of themselves and others. Describe personality traits. Correctly apply masculine and feminine word endings
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low	
A. Interpretive Mode: <ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. B. Interpersonal Mode: <ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. C. Presentational Mode: <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 	
ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements	

- I can recognize peoples' names
- I can respond to personal questions such as my name, age, or family in an online forum
- I can write a list of desirable and undesirable characteristic of a friend

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

CLKS Practices:

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management

Connected Careers:

- Human Resources
- Staffing Management

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of personality and self-description by looking at different personality and character traits and seeing how they relate to the workplace in future careers.

Interdisciplinary Standards

RL.3.1.

RI.3.7.

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:	
Assessment:	
Formative	Presentational: <i>Give a presentation about yourself</i> Interpersonal: <i>“Guess Who” game in teams</i> Interpretive: <i>Match images to feeling words</i> <i>Act out a word describing personality or mood.</i>
Summative	<i>Match descriptive sentence to correct image.</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Play “Guess Who”</i>

Stage 3 - Learning Plan						
Learning Activities: <ul style="list-style-type: none"> ● Slideshow of feelings and personalities ● Matching activities ● Guess Who ● Presentation about you and your personality 	Differentiation: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>ELL: Appropriately leveled TPRS readers with structured vocabulary and images.</td> </tr> <tr> <td>G&T: Additional Spanish vocabulary words to include in their presentation about their country.</td> </tr> <tr> <td>Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.</td> </tr> <tr> <td>504: Extended time to complete assessments</td> </tr> <tr> <td>Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.</td> </tr> </table> <p>Strategies and practices for differentiation in world languages can be found in the linked document.</p>	ELL: Appropriately leveled TPRS readers with structured vocabulary and images.	G&T: Additional Spanish vocabulary words to include in their presentation about their country.	Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.	504: Extended time to complete assessments	Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.
ELL: Appropriately leveled TPRS readers with structured vocabulary and images.						
G&T: Additional Spanish vocabulary words to include in their presentation about their country.						
Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.						
504: Extended time to complete assessments						
Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.						

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards

Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Cycle 2, 3:

[Las Descripciones: Yo soy... Yo tengo...](#)

Cycle 4, 5:

[Adivina Quien](#)

Cycle 6:

[Día de muertos Presentation Spanish.pptx](#), [Short story 1](#), [Song](#), [Short story 2](#), [DDM Word work.pdf](#), [3 - Día de los Muertos Color by Number Pages](#), [Day of the Dead Color by Number.pdf](#)

Cycle 7:

[\(1\) Countries that speak Spanish](#)

Cycle 8, 10:

[\[Template\] Mi proyecto: Las descripciones](#), [Las Descripciones: Yo soy... Yo tengo...](#)

Cycle 9:

[Día de Acción de Gracias | ¿Por qué se celebra?](#)

Notes:

Unit 2 - Interdisciplinary/STEM: ***Numbers and Punctuation, Currency, Metric System***

Grade Level: 3rd **Proficiency level:** *Novice Low*

Length of Unit: 1 month

Unit Rationale: How numbers and measurements work in other cultures can serve as a reinforcement for students' general education math work. In addition, students examine similarities and differences among other systems of measure.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <p>The metric system has many differences to the American system of measurements. There are many different currencies around the world</p>	<p>Essential Questions:</p> <p>How do measurements and numbers in the target culture differ from my own? How does money work differently in the target culture?</p>
<p>Content:</p> <p><i>Students will know...</i></p> <p><u>Grammar Structure:</u> It costs, It measures, It weighs</p> <p><u>Priority vocabulary:</u> Units of measure, numbers, currencies and symbols</p>	<p>Skills:</p> <p><i>Students will be able to...</i></p> <p>Take measurements using the metric system. Report how much items cost in other currencies.</p>
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</p> <p>NJ: Novice Low</p> <p>A. Interpretive Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. <p>B. Interpersonal Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 	
<p>ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</p> <ul style="list-style-type: none"> ● I can take and record measurements ● I can respond to basic math questions using numbers ● I can say how much money I need to pay for my lunch 	
<p>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards) https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>CLKS Practices:</p> <ul style="list-style-type: none"> ● Consider the environmental, social and economic impacts of decisions ● Demonstrate creativity and innovation ● Model integrity, ethical leadership and effective management 	

Connected Careers:

- Banking
- Finance

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

This unit relates to currency, finance, numbers, and counting, which ties into these standards of future careers in finance, banking, and other business ventures which would have cross-cultural and global reach.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of numbers, measurement, and reinforcing currency and math across disciplines, which also relate to future careers in banking and finance.

Interdisciplinary Standards

RI.3.10.

RI.3.9

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CL3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative

Presentational: *Report how much items cost*
 Interpersonal: *Ask and answer about each other’s height.*
 Interpretive: *Decipher symbols for different currencies*

Check-ins reviewing numbers and symbols

Summative	<i>Report prices from a menu</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Measure each others' height</i>

Stage 3 - Learning Plan

Learning Activities:

- Videos and songs about numbers and measurements
- Fill-in-the-blank activities for recording measurement
- Sample menus with prices

Differentiation:

ELL: Appropriately leveled TPRS readers with structured vocabulary and images.

G&T: Additional Spanish vocabulary words to include in their presentation about their country.

Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.

504: Extended time to complete assessments

Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.

Strategies and practices for differentiation in world languages can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Cycle 11: Laminated Place value charts, [Learn to Count to 100 by 10s in Spanish | Los Números del 10 al 100](#)

Cycle 12: [Hoy es Navidad - Canción Infantil - Villancico Navideño](#), [Januca Hanukah - La fiesta de](#)

[las luces | Juana la Iguana | Canciones infantiles, Era la Víspera de Navidad, Spanish Christmas Navidad fun activities worksheets word wall bingo cards.pdf](#)

Cycle 13: [Counting Numbers in Spanish Video | Rockalingua](#), [Free game to Learn Numbers in Spanish | Rockalingua](#), [Numbers 10 to 1000 | Rockalingua](#), [Numbers 10 to 1000 | Rockalingua](#)

Cycle 14: [¿Cuánto mide?.docx](#), rulers, labeled item signs

Cycle 15: [Printable currencies.pdf](#), [Currency \(google forms\)](#), [Numbers 10 to 1000 | Rockalingua](#)

Cycle 16: [How many degrees \(google form\)](#)

Notes:

Unit 3 - Global Issues and Challenges: *Geography, Countries and Capitals*

Grade Level: 3rd **Proficiency level:** *Novice Low*

Length of Unit: 2 months

Unit Rationale: Students will begin to develop an awareness about where in the world the target language is spoken. The country names, capitals, and some typical cuisines bring a practical application to why the study of the world language is useful.

Stage 1 - Desired Results

Understandings:

Students will understand that...

There are over 20 countries that speak Spanish in several continents.

Location affects local cuisine.

The American diet has many differences to the diets of other countries.

Content:

Students will know...

Grammar Structure:

I'm from, I would like, Where are you from?

Priority vocabulary:

Essential Questions:

Where do they speak Spanish?

How has geography impacted the life of the people?

What food choices are the same/different in my culture and the target culture?

Skills:

Students will be able to...

Identify Spanish-speaking countries.

Order traditional food.

Identify the capital city of various countries.

Spanish-speaking countries and capitals, typical food items	
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NJ Student Learning Standards

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

NJ: Novice Low

A. Interpretive Mode:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

B. Interpersonal Mode:

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

C. Presentational Mode:

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

ACTFL Can-Do Statements

<https://www.actfl.org/resources/ncssfl-actfl-can-do-statements>

- I can name some countries on a map when planning a trip.
- I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.
- I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals
- I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

CLKS Practices:

- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Model integrity, ethical leadership and effective management

Connected Careers:

- International business management
- Trade/Import/Export relations

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

This unit relates to countries where the target language is spoken as well as aspects of different countries, including how careers in those countries can relate to financial, lifestyle, and other benefits different from those in the US employment system.

Explanation of how connected careers connect to the unit:

These careers relate to the unit themes of geography, international relations, and global relations and can provide students with a basis for future careers in fields related to working across borders.

Interdisciplinary Standards

RI.3.4

SL.3.5.

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative	Presentational: <i>Read descriptions from a menu</i> Interpersonal: <i>Ask and answer each other about where you are from</i> Interpretive: <i>Identify which countries speak the target language</i> <i>Check-ins to review whether a country speaks the target language or not</i>
Summative	<i>Identify which countries in a list speak the target language</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>

Benchmark	<i>"Where are you from?" game using capital cities</i>
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Stage 3 - Learning Plan						
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Videos and songs about countries that speak target language ● "Where are you from?" Capital city game ● Slideshows of capital cities ● Menus from various countries 	<p>Differentiation:</p> <table border="1" style="width: 100%;"> <tr> <td>ELL: Appropriately leveled TPRS readers with structured vocabulary and images.</td> </tr> <tr> <td>G&T: Additional Spanish vocabulary words to include in their presentation about their country.</td> </tr> <tr> <td>Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.</td> </tr> <tr> <td>504: Extended time to complete assessments</td> </tr> <tr> <td>Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.</td> </tr> </table> <p>Strategies and practices for differentiation in world languages can be found in the linked document.</p>	ELL: Appropriately leveled TPRS readers with structured vocabulary and images.	G&T: Additional Spanish vocabulary words to include in their presentation about their country.	Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.	504: Extended time to complete assessments	Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.
ELL: Appropriately leveled TPRS readers with structured vocabulary and images.						
G&T: Additional Spanish vocabulary words to include in their presentation about their country.						
Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.						
504: Extended time to complete assessments						
Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.						

Core and Supplementary Instructional Materials
<p>Teacher Pedagogical Resources:</p> <p>In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.</p>
<p>Student Materials:</p> <p>Cycle 17: RAP ¿Cuántos continentes hay en la tierra?, Actividades de los continentes, PAÍSES DE HABLA HISPANA, Países de habla hispana - Juego de Mapas, Countries Rockalingua, Globes, Maps</p> <p>Cycle 18: PAÍSES DE HABLA HISPANA , Países de habla hispana - Juego de Mapas , Countries Rockalingua, assignment on Easel</p> <p>Cycle 19: Países de habla hispana - Juego de Mapas, 5 Minute Timer, De donde eres , de donde eres tu</p>

Cycle 20: [Learn Capitals of Spanish Speaking Countries with BASHO & FRIENDS - Paises hispanohablantes](#), [De donde eres \(capitales\)](#)

Cycle 21: [\(2\) Countries that speak Spanish](#), [AllAboutSpainTodoSobreEspaaLessonandBookletinSpanish-1.pdf](#) (pp. 13-14), Powerpoint to accompany

Cycle 22: [Don Quijote.pptx](#), [DonQuixoteSpanishPrintableMinibook.pdf](#), [Don Quijote Worksheets.pdf](#)(pp. 1-2), [Don Quijote en la jamás imaginada aventura de los molinos](#), [MIPTV](#)

Cycle 23: [Spain quiz](#)

Cycle 24: [Aprende de México.pdf](#), [Mexico crossword.pdf](#)

Cycle 25: Coco movie, [Coco personajes.pdf](#), [personality vocab list.pdf](#)

Cycle 26: Coco movie, [Coco personajes.pdf](#), [personality vocab list.pdf](#)

Cycle 27: Coco movie, [Coco personajes.pdf](#), [personality vocab list.pdf](#)

Notes:

Unit 4 - Science and Technology: <i>Planets and the Solar System</i>	
Grade Level: 3rd Proficiency level: <i>Novice Low</i>	Length of Unit: 2 months
Unit Rationale: Students will begin to see that other school subjects can also be examined and reinforced through the world language class. The study of the solar system contributes to the students' growing consciousness of themselves as part of a larger picture. This unit allows for creativity and a chance to revisit previously learned topics through a unique perspective.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> Restating the essential question in a statement	Essential Questions: How does location affect climate? How did planets get their names? What could alien life be like?
Content:	Skills:

<p><i>Students will know...</i></p> <p>Grammar Structure: It has, It is, It's called...</p> <p>Priority vocabulary: Temperature words, descriptive adjectives, ordinal numbers</p>	<p><i>Students will be able to...</i></p> <p>Create fictional world and characters Describe weather Describe physical characteristics Recite ordinal numbers</p>
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf</p> <p>NJ: Novice Low</p> <p>A. Interpretive Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts. <p>B. Interpersonal Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 	
<p>ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</p> <ul style="list-style-type: none"> ● I can label items in a piece of art ● I can name some planets ● I can introduce a fictional character 	
<p>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards) https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf</p> <p>CLKS Practices:</p> <ul style="list-style-type: none"> ● Consider the environmental, social and economic impacts of decisions ● Demonstrate creativity and innovation ● Model integrity, ethical leadership and effective management <p>Connected Careers:</p> <ul style="list-style-type: none"> ● Meteorologist 	

- Aerospace Industry
- Educator

Explanation of how CLKs connect to the unit: These practices relate to this unit as students consider the ways cultures differ from their own and integrate new approaches to language and culture with classmates.

Explanation of how 9.2 standards connect to the unit:

Explanation of how connected careers connect to the unit:

These careers relate to the unit themes of space and the solar system, providing a basic background for students to explore careers related to science in this field as well as working with local communities in education or observations to design programs related to this theme.

Interdisciplinary Standards

W.3.7.

RI.3.10.

Explanation of how interdisciplinary standards connect to the unit: These ELA Companion Standards connect to this unit in that they support the dissection, analysis, and discussion of the authentic materials these students will be working in relation to the topics of this unit.

Technology Integration (9.4 Standards) -

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

Explanation of how 9.4 standards connect to the unit:

These standards connect to this unit through student cooperative learning about diverse perspectives and cultures in their school community, as well as through student work to gather new information about using language related to the unit theme.

Stage 2- Assessment Evidence:

Assessment:

Formative	Presentational: <i>Introduce an alien and a new planet</i> Interpersonal: <i>Respond Si or No to questions about planets</i> Interpretive: <i>Match planets to correct descriptions</i> <i>Check-ins to review ordinal numbers</i>
Summative	<i>Project to create and describe new planet and alien</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above</i>

	<i>assessments</i>
Benchmark	<i>Put planets in order</i>

Stage 3 - Learning Plan

Learning Activities:

- Read-alouds about the planets of the solar system
- Matching activities
- Ordering the planets with ordinal numbers
- Create a planet and an alien using descriptive words

Differentiation:

ELL: Appropriately leveled TPRS readers with structured vocabulary and images.

G&T: Additional Spanish vocabulary words to include in their presentation about their country.

Special Ed: Collaborative learning - placing students in groups to research, practice, read and discuss class thematic topics.

504: Extended time to complete assessments

Students at Risk: Research reading provided to students, presentation submitted with notes for assessment grade.

Strategies and practices for differentiation in world languages can be found in the [linked document](#).

Core and Supplementary Instructional Materials

Teacher Pedagogical Resources:

In order to create this unit, I referenced previous curricula that had been written within our district, within reliable neighboring districts, and those contained in the OHIO State Curriculum resources. I also implemented Backwards Design and considered the standards and Can Do statements when developing this unit as well as some of the resources that I have already found that support this unit.

Student Materials:

Rockalingua.com
Super Simple Espanol

Notes: