

Unit 1 - My Identity: <i>Age, Where I live, Where I'm from, Greetings, Etiquette</i>	
Grade Level: Kindergarten Proficiency level: <i>Novice Low</i>	Length of Unit: 2 months
Unit Rationale: Language learners at the Novice Low level will need a foundation to grow their communication skill upon. This foundation should logically begin with how to express one's identity, and how to initiate communication with others.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> Being able to introduce yourself is an important part of language learning.	Essential Questions: Who am I? What qualities make up the story of me?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> I have, I am, I am from, I feel <u>Priority vocabulary:</u> Genders, numbers, feelings, greetings	Skills: <i>Students will be able to...</i> Say what their names are in Spanish. Respond to how they are. Say how they feel
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low	
<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.3: Recognize a few common gestures associated with the target culture(s). <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. <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. 	
ACTFL Can-Do Statements https://www.actfl.org/resources/nccsfl-actfl-can-do-statements	
<ul style="list-style-type: none"> ● I can introduce myself 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	
CLKS Practices:	
<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:

- Educator
- Child Psychologist
- Child Counselor

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 the basics of who students are and what information they are able to share about themselves.

Interdisciplinary Standards

RL.K.10.

RI.K.4.

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>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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: *Read aloud a description of myself*
Interpersonal: *Chat with teacher or puppet, introducing myself*
Interpretive: *Match vocabulary words to correct pictures*

	<i>Check-ins between teacher and students on responses to introductory questions.</i>
Summative	<i>Students read aloud a description of themselves.</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Matching game</i>

Stage 3 - Learning Plan

Learning Activities:

- Slideshow of teacher to introduce himself/herself, focusing target vocabulary
- Read aloud short stories about boys and girls
- Matching activities
- Fill-in-the-blank scripts
- Interaction with Spanish-speaking puppet

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:

[Hola, hola, como estas, Hola, Teaching Feelings in Spanish Como estas.pdf](#)

Cycle 2:

[Tengo Sentimientos \(epic book\)](#)

[Como te sientes hoy.pdf](#) [Sentimientos | Aprender Palabras | Pinkfong Canciones Infantiles](#)

Cycle 3:

[Todosobre mi All about me in Spanish-1.pdf](#)

Cycle 4:

[Rosie & Andy - Como te llamas? What's your name?](#)

[Carlos writes his name Yo Me Llamo Paco - Barbara MacArthur - Spanish Hola Me llamo Boy_Girl.pdf](#) [Me llamo Paco.pptx](#)

Cycle 5:

Book: [No is No, Sí is Yes,](#)

[Learn Spanish Greetings - Hola Amigo - with BASHO & FRIENDS, Lossaludos.pdf](#)

Cycle 6:

[Day of the Dead, Los esqueletos | Chumbala Cachumbala | Las calaveras | Canción del Día de Muertos, Día de los Muertos con Tiburón Bebé | Tiburón Bebé | Canciones de Halloween | Baby Shark en Español, DDM numbers.pdf](#)

Cycle 7:

[Que tienes K.pdf, Que Tienes Master.pdf](#)

Cycle 8:

[How old are you? - ¿Cuántos años tienes? - Calico Spanish Songs for Kids Pastel de cumpleaños.pdf](#)

Notes:

Unit 2 - Families and Relationships: *Family members, pets, celebrations*

Grade Level: Kindergarten Proficiency level: <i>Novice Low</i>	Length of Unit: 2 months
Unit Rationale: After learning how to introduce themselves, students are expected to be able to talk about those closest to them, their family members. Additionally, students begin to compare their own family to families of their peers and families of other cultures.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> It is important to be able to tell others about your family. Holidays and celebrations may be different in other cultures.	Essential Questions: Whom do I consider to be part of my family? How do families celebrate in other cultures?
Content: <i>Students will know...</i> Grammar Structure: I have, Someone is called Priority vocabulary: Family members, Numbers, Holidays	Skills: <i>Students will be able to...</i> Name family members. Count to twenty. Identify aspects of the target culture's holidays.
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. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 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.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 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. 	
ACTFL Can-Do Statements https://www.actfl.org/resources/nccsfl-actfl-can-do-statements <ul style="list-style-type: none"> ● 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 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. CLKS Practices:	

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

Connected Careers:

- **Educator**
- **Local Government**
- **Community Program Development**

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: In this unit, students talk about themselves and their families and those in their community. This connects to this standard as students talk about certain people in their lives who have careers and what they do for careers as well as what they do for their community.

Explanation of how connected careers connect to the unit:
These careers relate to the unit theme of the family and their peers' family members, who all have different roles in their local community and provide different services to build the local community.

Interdisciplinary Standards

RL.K.4.

RL.K.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>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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	<p>Presentational: <i>Recite the members of a family</i> Interpersonal: <i>Respond Sí o no to a question about their family.</i> Interpretive: <i>Match the family member pictures to their name</i></p> <p><i>Check-ins between teacher and students on yes/no questions about students' family.</i></p>
Summative	<i>Students read about members of their family.</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Matching game</i>

Stage 3 - Learning Plan

Learning Activities:

- Songs about members of the family, sing-a-longs
- Readers with coloring
- Matching activities
- Fill-in-the-blank scripts
- Interaction with Spanish-speaking puppet

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 9: [Dia de accion de gracias, K- Doy gracias por....pptx](#), [Doy gracias por... .pdf](#)

Cycle 10:

[La Canción De La Familia | Música Para Niños](#), [La Familia - video educativo para niños](#), [La Familia de Deditos - finger family - Canción Infantil](#), [LafamiliaHojasdetarea.pdf](#) (p 11-12)

Cycle 11

Cycle 12:

[Tiburones de Navidad | Villancicos de Navidad | Pinkfong Canciones Infantiles](#), [El Reno de Papá Noel !\[\]\(17acf1afa8cdf0b67c53d4865a5ed469_img.jpg\) | Villancicos de Navidad | Pinkfong Canciones Infantiles](#), [Feliz Navidad, Buhito, 4 - Navidad - Los Colores Spanish Christmas Colors Color by Number Worksheet.pdf](#)

Cycle 13:

[Tengo Una Mascota | Canciones Infantiles | Super Simple Español](#), [Mi Mascota, Mi Amigo | Animales | PINKFONG Canciones Infantiles](#), [Las mascotas.pdf](#) (p.8-9)

Cycle 14: [Numbers Song in Spanish. Canción de los números de BASHO & FRIENDS](#), [Las mascotas- Matemáticas.pdf](#) (p. 6-7) [Las mascotas.pdf](#) (p.14-17)

Cycle 15:

[¿Qué Mascota Tienes Tú?, Cuenta Y Muévete | Canciones Infantiles | Super Simple Español](#), [Las mascotas- Matemáticas.pdf](#) (p. 8,10)

Notes:

Unit 3 - Beauty and Aesthetics: *Colors, music and dance, gestures and signing*

Grade Level: Kindergarten **Proficiency level:** *Novice Low* **Length of Unit:** 2 months

Unit Rationale: Learning the names of colors at a young age will help retention later on. Students will also begin to see the subtle differences in language rules in the foreign language.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <p>The rules of color words are different in English and Spanish.</p>	<p>Essential Questions:</p> <p>How does explaining color differ in the target language?</p>
<p>Content:</p> <p><i>Students will know...</i></p> <p><u>Grammar Structure:</u> Noun + adjective Adjective / Noun agreement I like, I don't like</p> <p><u>Priority vocabulary:</u> Colors, everyday items</p>	<p>Skills:</p> <p><i>Students will be able to...</i></p> <p>Read aloud words and their colors.</p> <p>Recite words and colors.</p> <p>Identify colors.</p>
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low</p> <p>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.</p> <p>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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>C. Presentational Mode: • 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.</p>	
<p>ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</p> <ul style="list-style-type: none"> ● I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts 	
<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>	

- Artist
- 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 theme of the colors, music, dance, and art as a background for students interested in learning about different artistic expressions from different cultures.

Interdisciplinary Standards

RL.K.10.

RI.K.4.

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>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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 aloud from readers on Colors</i> Interpersonal: <i>Recite colors as a group when prompted by teacher</i> Interpretive: <i>Match color words to images</i> <i>Check-ins between teacher and students asking to identify colors</i>
Summative	<i>Read aloud from completed Colors reader</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above</i>

	<i>assessments</i>
Benchmark	<i>Matching activities</i>

Stage 3 - Learning Plan

Learning Activities:

- Interactive videos and songs on each color
- Read aloud coloring books
- Matching activities
- Interaction with Spanish-speaking puppet

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:

Resources:

[Veó Algo Rosado | Canciones Infantiles | Super Simple Español, Colores primarios - Miss Rosi](#)

Cycle 16: [Veó Algo Azul | Canciones Infantiles | Super Simple Español, Azul Azul - Miss Rosi](#),

[El color azul para niños - Aprende los colores - Canciones de los colores, Conoce los Colores "Azul" | Meet the Colors "Blue" \(Spanish Version\), Azul - Black & White.pdf](#)

Cycle 17: [Veo Algo Azul | Canciones Infantiles | Super Simple Español, El color amarillo - Miss Rosi, El color amarillo para niños - Aprende los colores - Canciones de los colores, Conoce los Colores | Meet the Colors - Spanish Version \(FREE\) | Preschool Prep Company, Amarillo - Black & White.pdf](#)

Cycle 18: [Veo Algo Azul | Canciones Infantiles | Super Simple Español, El rojo - Miss Rosi, El color rojo para niños - Aprende los colores - Canciones de los colores, Conoce los Colores "Rojo" | Meet the Colors "Red" \(Spanish Version\), Rojo - Black & White.pdf](#)

Cycle 19: [Veo Algo Azul | Canciones Infantiles | Super Simple Español, El color morado para niños - Aprende los colores - Canciones de los colores, Conoce los Colores "Morado" | Meet the Colors "Purple" \(Spanish Version\) , Morado - Black & White.pdf](#)

Cycle 20: [Veo Algo Rosado | Canciones Infantiles | Super Simple Español, El color naranja para niños - Aprende los colores - Canciones de los colores, Conoce los Colores "Orange" | Meet the Colors "Anaranjado" \(Spanish Version\), Anaranjado - Black & White.pdf](#)

Cycle 21: [Veo Algo Rosado | Canciones Infantiles | Super Simple Español, El color verde para niños - Aprende los colores - Canciones de los colores, Conoce los Colores "Verde" | Meet the Colors "Green" \(Spanish Version\), Verde - Black & White.pdf](#)

Cycle 22: [Veo Algo Rosado | Canciones Infantiles | Super Simple Español, El color rosa para niños - Aprende los colores - Canciones de los colores, Cuento Monstruo Rosa # Cuento Infantil, Rosado - Black & White.pdf](#)

Cycle 23: [El color negro para niños - Aprende los colores - Canciones de los colores, El color blanco para niños - Aprende los colores - Canciones de los colores, Negro - Black & White.pdf, Blanco - Black & White.pdf](#)

Cycle 24: [Gris, aprende los colores! videos para niños, 5 Ratoncitos de Colita Gris - Canción Infantil, Gris - Black & White.pdf](#)

Cycle 25: [Veo Algo Rosado | Canciones Infantiles | Super Simple Español, El color marrón para niños - Aprende los colores - Canciones de los colores, Café - Black & White.pdf](#)

Cycle 26: [Plim Plim - Aprendemos los Colores - Videos Educativos, ¡La Canción de Los Colores! \(Learn the Colors!\) | Canciones infantiles en Español | ChuChu TV](#)

Cycle 27: [Learn the Colors in Spanish | Colors Song for Kids - Canción de Los Colores, La Cancion de los Colores para niños - Rondas Infantiles - Videos Educativos - Lunacreciente, De Colores ~ Joan Baez ~, Canticos | All The Colors / De Colores| Best Nursery Rhyme for Kids |Early Education |Learn Spanish](#)

Notes:

Unit 4 - Interdisciplinary/STEM: <i>Weather, calendar</i>	
Grade Level: Kindergarten Proficiency level: <i>Novice Low</i>	Length of Unit: 2 months
Unit Rationale: Students should begin to recognize the impact the weather has on their daily lives and the choices they make. Students also begin to learn to keep track of the year through studying the calendar.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> Stating the date in another language is a bit different. Being able to explain the weather is useful language. Weather affects what we are able to do.	Essential Questions: How can I explain what is happening outside? How does the weather affect our daily lives? How do I state today's date?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> Today makes ... (certain weather) Today is ... (date) I can, I cannot <u>Priority vocabulary:</u> Weather words, days of the week, months, numbers	Skills: <i>Students will be able to...</i> Explain the current weather. Recite today's date. Choose appropriate activities for the weather
NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low	
<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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 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.

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.
- 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.

ACTFL Can-Do Statements

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

- 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.

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>

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

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

Connected Careers:

- **Meteorologist**
- **Climatologist**
- **Natural Scientist**
- **Earth Scientist**

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 provides students the opportunity to explore careers related to weather and how different natural weather/phenomena can relate to different types of jobs and different working conditions/skill requirements for different jobs.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of weather, geography, and nature through their close ties to natural and earth sciences, which are discussed in this unit.

Interdisciplinary Standards

W.K.7.

W.K.8.

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>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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	<p>Presentational: <i>Recite the days of the week</i> Interpersonal: <i>Respond to teachers questions about the day, month, year, or current weather</i> Interpretive: <i>Put the days of the week in order, draw examples of different weather</i></p> <p><i>Check-ins between teacher and students responding to Sí o No questions about the current weather.</i></p>
Summative	<i>Cut and paste project putting days of the week in order</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Draw examples of the weather words</i>

Stage 3 - Learning Plan

Learning Activities:

- Songs and videos for practicing weather, days of the week, and months
- Daily routines to review current date and weather

Differentiation:

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

- Matching activities
- Caterpillar cut and paste activity for days of the week

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:

[CaterpillarDaysoftheWeekSequenceinSpanishDiasdelasemana.pdf](#), [7 Days of the Week in Spanish | Siete Dias de la Semana | Jack Hartmann](#), [Los dias de la semana canción para niños](#)

Notes: