

<b>Unit 1 - Personal and Public Identities: <i>Behaviors, personal space, requests, rules, etiquette</i></b>	
<b>Grade Level:</b> 1st <b>Proficiency level:</b> <i>Novice Low</i>	<b>Length of Unit:</b> 2 months
<b>Unit Rationale:</b> Students should begin to become accustomed to teacher instructions in the target language, as well as how to make basic requests in the classroom setting.	
<b>Stage 1 - Desired Results</b>	
<b>Understandings:</b>  <i>Students will understand that...</i>  Students and teachers have different roles. It is good to be part of a helping community. Manners are important.	<b>Essential Questions:</b>  What is the role of a student? What makes a good classmate or community member? Why are manners important?
<b>Content:</b>  <i>Students will know...</i>  <u>Grammar Structure:</u> Commands (raise hand, take out pencil, say hello, goodbye) Can I ...?  <u>Priority vocabulary:</u> Classroom objects, action words, body parts	<b>Skills:</b>  <i>Students will be able to...</i>  Follow teacher instructions. Identify good and bad behaviors. Help others with requests.
<b>NJ Student Learning Standards</b> <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> NJ: Novice Low <ul style="list-style-type: none"> <li>A. Interpretive Mode: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> </ul> </li> <li>B. Interpersonal Mode: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> <li>• 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</li> </ul> </li> <li>C. Presentational Mode: <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul>	
<b>ACTFL Can-Do Statements</b> <a href="https://www.actfl.org/resources/ncssfl-actfl-can-do-statements">https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</a> <ul style="list-style-type: none"> <li>● I can follow instructions for simple class routines.</li> </ul>	
<b>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)</b> <a href="https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf">https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf</a>	

**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
- Social Worker

**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 role of students and basic introduction to working with students.

**Interdisciplinary Standards****W.1.8.****RI.1.4.**

**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 words that make them a good student*  
Interpersonal: *Perform tasks prompted by teacher*

	Interpretive: <i>Match words to school supply</i> <i>Simon Says check-ins for students to perform classroom tasks</i>
<b>Summative</b>	<i>Read aloud a list of words describing good classmates</i>
<b>Alternative</b>	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
<b>Benchmark</b>	<i>Matching words to school supplies</i>

### Stage 3 - Learning Plan

#### Learning Activities:

- Read-aloud stories about helpful students
- Simon Says
- Matching activities
- Students choose describing words for themselves and read aloud

#### 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 2:

[03 - Easy Reading for Reading Comprehension in Spanish - special edi.- Bad Manners.pdf](#)  
[buenos modales para niños - canciones infantiles](#)  
[LAS REGLAS](#)

Cycle 3:

[02 - Easy Reading for Reading Comprehension in Spanish special edition Good Manners.pdf](#)  
[Ser amable con los demás | Canciones infantiles | LittleBabyBum](#)  
[La importancia de ser amables. Ser respetuoso y amable Ser amable](#)

Cycle 4

[Que tienes SGO gr1.pdf](#), [Que tienes BINGO Seesaw](#)



Cycle 5:

[Spanish class items.docx](#) [Classroom scavenger hunt 1](#)

Cycle 6:

[Maestros](#) , [La canción de los profesores-Gracias Profe-](#)  [Canciones infantiles](#) , [2 - Character Education Good Student Activities.pdf](#)

Cycle 7:

[Día de los Muertos con Tiburón Bebé | Tiburón Bebé | Canciones de Halloween | Baby Shark en Español](#), [Chumbala Cachumbala](#)  [Las Calaveras Salen de su Tumba](#)  [Canción de Halloween | El Reino Infantil](#)  
[DDM numbers.pdf](#),

Cycle 8:

Cycle 9:

[Que tienes K.pdf](#), [Que tienes BINGO](#)

Cycle 10:

[Que tienes SGO gr1.pdf](#) , [Dia de accion de gracias](#) , [Que tienes BINGO](#)

Notes:

**Unit 2 - School and Community Environment: *Jobs, professions, tools and school supplies***

**Grade Level:** 1st **Proficiency level:** *Novice Low*

**Length of Unit:** 2 months

**Unit Rationale:** As students begin to see themselves as part of larger communities, they should be able to recognize the roles of people in different professions and what they offer to the community.

### Stage 1 - Desired Results

**Understandings:**

*Students will understand that...*

**Essential Questions:**

Which professions/jobs are valued in our culture? In the target

<p>There are helpers in all communities to fix different problems. Communication is necessary to ask for help.</p>	<p>culture? Who do we ask for help in different situations?</p>
<p><b>Content:</b></p> <p><i>Students will know...</i></p> <p><u>Grammar Structure:</u> I need... Who ... ? What's wrong? (¿Qué tienes?) I have / I feel...</p> <p><u>Priority vocabulary:</u> Job titles, please, thank you, help!, feelings, health and illness</p>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <p>Identify who can help in a given situation. Identify names of different professions in the target language.</p>
<p><b>NJ Student Learning Standards</b> <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> NJ: Novice Low</p> <p>A. Interpretive Mode:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>B. Interpersonal Mode:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</li> </ul>	
<p><b>ACTFL Can-Do Statements</b> <a href="https://www.actfl.org/resources/ncssfl-actfl-can-do-statements">https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</a></p> <ul style="list-style-type: none"> <li>• I can match a word or character in a headline to a supporting visual.</li> </ul>	
<p><b>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)</b> <a href="https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf">https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf</a></p> <p><b>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</b></p> <p><b>CLKS Practices:</b></p> <ul style="list-style-type: none"> <li>• Consider the environmental, social and economic impacts of decisions</li> <li>• Demonstrate creativity and innovation</li> <li>• Model integrity, ethical leadership and effective management</li> </ul> <p><b>Connected Careers:</b></p> <ul style="list-style-type: none"> <li>• <b>Educator</b></li> </ul>	

- **Local government**
- **Career counseling**

**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 look at different types of careers and discuss the skills and requirements for different jobs.

**Explanation of how connected careers connect to the unit:**

These careers relate to the unit theme of jobs, careers, and professions by showing students careers that help others find their career paths.

### Interdisciplinary Standards

**SL.1.4.**

**SL.1.2.**

**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:

<b>Formative</b>	Presentational: <i>Recite the names of different community helpers</i> Interpersonal: <i>Offer help in different situations.</i> Interpretive: <i>Choose a helper for a specific situation.</i>  <i>Check-ins between teacher and students reviewing helper names</i>
<b>Summative</b>	<i>Multiple choice quiz choosing correct helpers.</i>
<b>Alternative</b>	<i>Provide visual aides, feed words orally, or provide translations for above</i>

	<i>assessments</i>
<b>Benchmark</b>	<i>Job title matching to correct picture</i>

### Stage 3 - Learning Plan

#### Learning Activities:

- Read-aloud stories about different jobs
- Slideshow of jobs with captions
- Interactive slideshow, students choose best helper for situation
- Matching activities
- Summative quiz on jobs and helpers

#### 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 10: [Cosas de salón 2](#)

Cycle 11: [Cosas del salón 3](#)

Cycle 12: [Tiburones de Navidad | Villancicos de Navidad | Pinkfong Canciones Infantiles, El Reno de Papá Noel !\[\]\(df47d6bec273bbb8b349135fff3a20f7\_img.jpg\) | Villancicos de Navidad | Pinkfong Canciones Infantiles, S-A-N-T-A | Canciones](#)

[Infantiles De Navidad | Super Simple Español](#), [Carta papa noel.pdf](#)

Cycle 13:

<https://wow.boomlearning.com/deckLibrary> , [Spanish class items.docx](#)

Cycle 14: [BINGO - Cosas del salón de clase](#), ([Bingo de Útiles escolares.pdf](#))

Cycle 15: [Los Útiles Escolares Y Más Canciones Infantiles | El Árbol del Español](#)

Paco the Parrot

Cycle 16: [Trabajadores lables.pdf](#), [Cuando crezca....pdf](#)

Cycle 17: [Policía local](#) , book Brave Bomberos, [Bomberos y policia.pdf](#)

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Cycle 18: [AYUDA situations.pdf](#), [Trabajadores lables.pdf](#), [Ayuda a Paco \(SeeSaw\)](#) ,

Cycle 19: [Ayuda a Paco 2 \(SeeSaw\)](#) , [Cuando crezca EPIC](#)

Notes:

### Unit 3 - Interdisciplinary/STEM: *Numbers, Letters, Spelling, Sounds*

Grade Level: 1st Proficiency level: *Novice Low*

Length of Unit: 2 months

**Unit Rationale:** The alphabet and the sounds of letters are the fundamental building blocks of language that all students need to excel in reading, speaking and pronunciation. Numbers are also fundamental and allow students to begin to draw parallels to their own language.

#### Stage 1 - Desired Results

Understandings:

Essential Questions:

<p><i>Students will understand that...</i></p> <p>Familiar-looking letters have different names and are assigned to different sounds in the target language. Counting in the target language is useful in many ways.</p>	<p>How do letter sounds and numbers differ in the target language from my own language?</p>
<p><b>Content:</b></p> <p><i>Students will know...</i></p> <p><u>Grammar Structure:</u> There are/There is ... How many ...?</p> <p><u>Priority vocabulary:</u> Numbers, letters, familiar items</p>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <p>Recite the alphabet. Identify numbers up to 20. Read letters and numbers aloud.</p>
<p><b>NJ Student Learning Standards</b> <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> 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.</p> <p>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.</p>	
<p><b>ACTFL Can-Do Statements</b> <a href="https://www.actfl.org/resources/ncssfl-actfl-can-do-statements">https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</a></p> <ul style="list-style-type: none"> <li>● I can recognize a few individual written words in a picture book.</li> <li>● I can say numbers from 1-10.</li> <li>● I can recite letters.</li> </ul>	
<p><b>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)</b> <a href="https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf">https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf</a></p> <p><b>CLKS Practices:</b></p> <ul style="list-style-type: none"> <li>● Consider the environmental, social and economic impacts of decisions</li> <li>● Demonstrate creativity and innovation</li> <li>● Model integrity, ethical leadership and effective management</li> </ul> <p><b>Connected Careers:</b></p> <ul style="list-style-type: none"> <li>● <b>Educator</b></li> <li>● <b>Speech Language Pathologist</b></li> <li>● <b>Translator</b></li> </ul>	

**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 understanding letter sounds, numbers, and other basic elements of any language.

## Interdisciplinary Standards

**SL.1.4.**

**SL.1.2.**

**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:

<b>Formative</b>	Presentational: <i>Recite alphabet, recite numbers 1-20</i> Interpersonal: <i>Respond to teacher's "how many?" questions.</i> Interpretive: <i>Match numbers in the written form to the numeric form</i>  <i>Check-ins between teacher and students reviewing numbers and letter-names</i>
<b>Summative</b>	<i>Quiz matching written numbers to their numeric form</i>
<b>Alternative</b>	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
<b>Benchmark</b>	<i>Choose the correct letter when hearing its name.</i>

### Stage 3 - Learning Plan

#### Learning Activities:

- Songs and videos about letters and numbers
- Worksheets for counting practice
- Numbers 1-20 quiz
- Spelling game

#### 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 20: [B&W Alfabeto de animales](#), [Color Alfabeto de animales](#), Coloring Booklet for letters A-K, Youtube access

Cycle 21: [B&W Alfabeto de animales](#), [Color Alfabeto de animales](#), Coloring Booklet for letters L-Q, Youtube access

Cycle 22: [B&W Alfabeto de animales](#), [Color Alfabeto de animales](#), Coloring Booklet for letters R-Z, Youtube access, [Spanish Alphabet Marching song](#)

Cycle 23: [Alfabeto Pronunciación.pdf](#)

Cycle 24: [Alfabeto Pronunciación.pdf](#)

**Notes:**

<b>Unit 4-</b> The Natural World, Global Issues: <b><i>Animals, Habitats, Families of Animals</i></b>	
<b>Grade Level:</b> 1st <b>Proficiency level:</b> <i>Novice Low</i>	<b>Length of Unit:</b> 2 months
<b>Unit Rationale:</b> Students begin to develop a recognition of the natural world by identifying different wildlife and their traits. They also are challenged to consider how they can impact the environment around them.	
<b>Stage 1 - Desired Results</b>	
<b>Understandings:</b>  <i>Students will understand that...</i>  Their actions can impact the environment and their community. They can infer a lot about animals based on certain qualities.	<b>Essential Questions:</b>  What environmental choices do I make? What can I infer about certain wildlife based on physical characteristics?
<b>Content:</b>  <i>Students will know...</i>  <u>Grammar Structure:</u> My favorite is... It has... It doesn't have... It lives in...  <u>Priority vocabulary:</u> Animal names, animal families, animal body parts, habitats, good or bad, responsible, irresponsible	<b>Skills:</b>  <i>Students will be able to...</i>  Identify animals by picture and name. Place animals in categories. Identify where to find different animals.
<b>NJ Student Learning Standards</b> <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> NJ: Novice Low A. Interpretive Mode: <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	

**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.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 say names of my favorite animals based on pictures I see.

**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:**

- **Animal Scientist**
- **Environmental Scientist**
- **Farmer/Agricultural Worker**

**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 explore animals, habitats, and the natural world, allowing for discussion of different types of jobs related to taking care of animals and the environment as well as the skills associated with those jobs.

**Explanation of how connected careers connect to the unit:**  
These careers relate to the unit theme of animals, nature, and working with the natural world.

**Interdisciplinary Standards****RI.1.1.****RI.1.2.**

**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:**

<b>Formative</b>	Presentational: <i>Recite animal names, Read animal names</i> Interpersonal: <i>Respond Sí o No to teacher's questions about what family animals belong to</i> Interpretive: <i>Place animals in the correct category</i>  <i>Check-ins between teacher and students reviewing animal names, animal parts</i>
<b>Summative</b>	<i>Quiz on animal names and types</i>
<b>Alternative</b>	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
<b>Benchmark</b>	<i>Animal Bingo</i>

**Stage 3 - Learning Plan****Learning Activities:**

- Songs and videos about various animals
- Readers about families of animals
- Animal Bingo
- Animal Quiz

**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 25: [1 - ¿Qué es un mamífero\\_ ~ Spanish Mammals Reader {español} & Boom Cards with Audio.pdf](#), [SeeSaw Mammals](#)

Cycle 26: [SeeSaw Ovíparo](#)

Cycle 27 : [SeeSaw Grupos de animales](#), [sobre animales.pdf](#),

Cycle 28:

**Notes:**