

Unit 1- Interdisciplinary/ STEM: Telling Time	
Grade Level: 4th Proficiency level: <i>Novice Low</i>	Length of Unit: 1 month
Unit Rationale: Students are beginning to take more personal responsibility over their punctuality and scheduling. Being able to report when they plan to do something is both a useful skill in the world language and a reinforcement for life skills of following schedules and punctuality.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> The formula for telling the time can be different in other languages.	Essential Questions: How does the concept of punctuality differ by country? How does reading a clock differ around the world?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> It is (time) At (time) I am going, we are going (place and time) <u>Priority vocabulary:</u> Numbers, times of day, familiar places	Skills: <i>Students will be able to...</i> Ask for the time. State the time. Plan an activity at a certain time
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.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. <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.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.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	
<ul style="list-style-type: none"> • I can send a message to a friend about the time and day we plan to meet. 	
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:

- Business Management
- Media Relations Specialist
- 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 time and learning about the responsibility of punctuality due to their relation with strict time-related aspects.

Interdisciplinary Standards

RI.4.3

RI.4.8

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>

9.4.5.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	<p>Presentational: <i>Report the time shown on a clock</i></p> <p>Interpersonal: <i>Check-ins with teacher answering the current time</i></p> <p>Interpretive: <i>Match clock images to correctly written time</i></p> <p><i>Check-ins with teacher answering the current time</i></p>
Summative	<i>Create a storyboard about activities happening at different times of day</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Match clock images to correctly written time</i>

Stage 3 - Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Songs and videos about telling time ● Hand-on clock activities ● Matching activities ● Story Board, Google Slide Activity 	<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.
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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:

[Que hora es \(Exit ticket\) How to tell time in Spanish with BASHO & FRIENDS - ¿Qué hora es? ¿Qué hora es? What's the time? - Spanish song - Hip hop 😊. La hora - The time.](#)

Cycle 3:

[Quizlet La Hora practice](#)

Cycle 4:

[Daily routines ¿A qué hora?.pdf](#)

[Quizizz on the Time](#)

Notes:

Unit 2 - Contemporary Life: <i>Homes</i>	
Grade Level: 4th Proficiency level: <i>Novice Low</i>	Length of Unit: 3 months
Unit Rationale: Students are challenged to examine their own home life and how it may be different to students in other countries. They recognize that some things like household chores are universal and there are always opportunities to contribute even in a new place.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> You can offer to help out even in a new place. Living situations vary around the world.	Essential Questions: How is the home I live in similar to or different from homes in other countries? How can I offer to help?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> I + simple present tense Estar + location <u>Priority vocabulary:</u> Chore-related words, home items, rooms, building materials	Skills: <i>Students will be able to...</i> Identify household items. Furnish an imaginary home. Perform correct chores when prompted.

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.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 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.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

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 label familiar people, places, and objects in pictures and posters.
- I can identify parts of my house, my school or my place of work.

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.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

CLKS Practices:

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

Connected Careers:

- Business Management
- City Planner
- Architect/Construction

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:

As students explore homes and home life, closely connected careers to home life can be explored, such as how homes are designed and built, or what types of careers people in their homes and in different cultures explore.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of homes and household management, as well as the larger career path of designing cities and constructing homes and buildings.

Interdisciplinary Standards

RI.4.10.

W.4.4.

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>

9.4.5.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>Describe a dream home</i> Interpersonal: <i>Report location of items when asked</i> Interpretive: <i>Perform correct chore instructed by teacher</i> <i>Simon says, check-ins describing location</i>
Summative	<i>Design, label, and describe a dream home</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>

Benchmark	<i>Matching activity for household item</i>
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Stage 3 - Learning Plan						
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Videos and songs about rooms of the house, items, and chores ● Simon Says for chores ● Matching activities ● Google Slide project to create a dream home ● Picture pages for location words practice 	<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: 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: Cycle 5: A video to learn the rooms of the house in Spanish. Difficult Level, Rooms (Matching and writing).pdf</p> <p>Cycle 6: Día de muertos Presentation Spanish.pptx, Short story 1, Song, Short story 2, diadelosmuertos.pdf, 6 - Día de los Muertos Day of the Dead Writing Template.pdf</p> <p>Cycle 7: A video to learn the rooms of the house in Spanish. Difficult Level, mi casa word search easy.pdf</p> <p>Cycle 8: Partes de la casa (Comic), Cuartos de la casa BINGO , A video to learn the rooms of the house in Spanish. Difficult Level</p>

Cycle 9: [Cuartos de la casa BINGO](#), [La Historia - El primer día de Acción de Gracias || Cuentos infantiles en español](#)

Cycle 10, 11:

[Mi casa de ensueño](#)

Cycle 12: [Mi Burrito Sabanero, Juana, Villancico Animado - Mundo Canticuentos](#)

Cycle 13:

Cycle 14:

Cycle 15: [Dining Room in Spanish, Spanish Listening Activity \(learn Spanish\)](#), [Cosas de comedor vocab list](#)

Cycle 16: Gimkit

Cycle 17: [Dining room quiz](#), [EL SALÓN: Episodio 4 | Objetos de la casa | Vocabulario para niños](#), [Cosas de la sala vocab list](#)

Cycle 18: Gimkit

Cycle 19: [Cosas del dormitorio vocab list](#) , [Spanish Vocabulary: The Bedroom. Vocabulario en español A1-A2: El dormitorio](#)

Cycle 20: [Cosas de la cocina](#), [Utensilios de cocina - Episodio 1 - Vocabulario para niños](#)

Notes:

Unit 3 - Communications and Media: *Advertising, Internet, Email*

Grade Level: 4th **Proficiency level:** *Novice Low*

Length of Unit: 2 months

Unit Rationale: Students begin to piece together what are essential pieces of a culture. Language is one component, but products from the culture are also useful artifacts. Realia from the target cultures are presented as artifacts to compare and contrast with those in the US.

Stage 1 - Desired Results

<p>Understandings:</p> <p><i>Students will understand that...</i></p> <p>Different products are valued in other cultures. Advertisements can appear in different places and ways. There are similar plans for composing a letter or email.</p>	<p>Essential Questions:</p> <p>What can ads tell us about our societal values? What are advertisements telling me? How can I send an email to a non-English-speaking friend?</p>
<p>Content:</p> <p><i>Students will know...</i></p> <p><u>Grammar Structure:</u> There is (hay) It is, they are (Es, son) It costs, they cost</p> <p><u>Priority vocabulary:</u> Buying and selling, home items, vacation items, clothes</p>	<p>Skills:</p> <p><i>Students will be able to...</i></p> <p>Create an advertisement. Recognize products and services in an ad. Send an email to a friend.</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:</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. • 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.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <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.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 	
<p>ACTFL Can-Do Statements https://www.actfl.org/resources/ncssfl-actfl-can-do-statements</p> <ul style="list-style-type: none"> ● I can complete a simple survey to identify what I like and don't like about a store or service. ● I can write my phone number, home address, and email address on a simple form. 	
<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.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p> <p>CLKS Practices:</p>	

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

Connected Careers:

- Product distribution
- Import/Export
- Data 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:

As students explore products and physical objects from other cultures, they can explore the careers tied with those products and the roles of experts in not only designing these products, but in distribution around the world. Students can explore their own interests in these careers and the specifics needed to enter that career path.

Explanation of how connected careers connect to the unit:

These careers relate to the unit theme of products and global trade in this unit and can provide a background for students interested in learning where things come from and how trade, distribution, and data are used to move goods around the world.

Interdisciplinary Standards

W.4.7.

SL.4.4.

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>

9.4.5.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>Present an advertisement</i> Interpersonal: <i>Email with classmates</i> Interpretive: <i>Correctly identify the product being described</i> <i>Check-ins to review vocabulary</i>
Summative	<i>Design and present an advertisement</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Email with classmates</i>

Stage 3 - Learning Plan

Learning Activities:

- Watch and discuss TV and radio ads
- Email with classmates
- Matching products to regions
- Design and present an advertisement

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 21: [Project Planning Survey](#), [Sales Project Templates](#) (needs update)

Cycle 22:

Cycle 23:

Cycle 24: Flipgrid

Notes:

Unit 4 - Contemporary Life: <i>Things I Like To Do, Vacations</i>	
Grade Level: 4th Proficiency level: <i>Novice Low</i>	Length of Unit: 2 months
Unit Rationale: Students begin to assimilate skills previously learned to plan a culminating trip. Students use online resources to research and plan a vacation. Final project demonstrates a real-life application for study of the world language.	
Stage 1 - Desired Results	
Understandings: <i>Students will understand that...</i> There are a variety of ways to communicate online. They can make plans with friends online. They can use online resources to plan a vacation.	Essential Questions: How do I communicate using social media? How do I plan a vacation?
Content: <i>Students will know...</i> <u>Grammar Structure:</u> I am going to + infinitive Do you want to...? I want, I don't want	Skills: <i>Students will be able to...</i> Use email, instant messaging, online forums. Plan an imaginary trip to another country using online resources.

<p>Priority vocabulary: Action verbs, travel vocabulary</p>	
<p>NJ Student Learning Standards https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf NJ: Novice Low 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.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. <p>C. Presentational Mode:</p> <ul style="list-style-type: none"> • 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 fill out a simple form with my name, address, phone number, birth date, and nationality ● I can name some countries on a map when planning a trip ● I can plan activities to do on a trip 	
<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"> ● Travel Agent ● Pilot/Airline Steward(ess) ● Tourism Management <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>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.</p> </div>	

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 travel and exploring new destinations. Through this unit, students interested in learning about careers in the tourism and travel industry will have some background of how this industry is run and what experiences/expectations are needed.

Interdisciplinary Standards**W.4.4****RI.4.10.**

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>Share dream vacation plans</i> Interpersonal: <i>Talk about future plans with each other</i> Interpretive: <i>Matching action verbs to correct picture</i> <i>Simon says to review new verbs</i>
Summative	<i>Presentation about future vacation plans</i>
Alternative	<i>Provide visual aides, feed words orally, or provide translations for above assessments</i>
Benchmark	<i>Writing emails about summer plans</i>

Stage 3 - Learning Plan

Learning Activities:

- Simon says for action words
- Charades
- Email summer plans
- Present a dream vacation

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: [Action printables.pdf](#), [Alfabeto Pronunciación.pdf](#)

Cycle 26: [Mi semana perfecta del verano.pdf](#), Picture Dictionaries

Notes: