Summit Public Schools
Summit, New Jersey
Grade Level: 3/ Content Area: Spanish

Overview:

The language objectives in this course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while making connections with other people in their classroom, community, and the world. Students will engage in meaningful, authentic and real-world applications of language as they continue to strengthen and develop novice-mid proficiency across all three communicative skills: interpretive, interpersonal, and presentational.

Unit 1: Como soy...

Big Ideas: *Course Objectives/Content Statement(s)*

- Greetings and introductions are an integral part of daily language and are essential for communicating in a foreign language. Greetings and introductions open the door into other cultures and are the first steps in creating meaningful connections with global communities.
- Learning to identify colors in a foreign language as well as our likes and dislikes is a gateway to understanding and communicating. We use colors to describe the world around us.
- Sharing feelings will promote self awareness and connect with others.
- Discussing the make-up of our family is a way to communicate about our personal life and make connections between one another.
- Discussing likes and dislikes is a way to share and interact with others.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can I introduce myself and others in Spanish? • How can I identify colors in Spanish? • How are some color words said differently in some Spanish speaking countries? • How does my family compare to the families of others? • How can sharing information about my family help me connect with others? • How do my general preferences compare to my peers? • How am I unique compared to my peers?	**Students will understand that:** • It is possible to communicate in the target language • Spanish speaking people have similar ways of greeting and introducing themselves. • They can use different greetings such as *buenos días, buenas tardes and buenas noches,* depending on the time of day. • They can use different farewells such as adiós - *hasta luego, hasta mañana, hasta pronto, nos vemos.* • Color words vary sometimes depending on the Spanish speaking country (***ex. marrón in Argentina/café en Colombia***). • Cognates play an important role when learning calendar vocabulary and a foreign language. • They can express their name, favorite color, feelings and use greetings appropriately in the first and third person person ex: ***Me llamo, Se llama, Estoy, Es, Mi color, Su color*** • Color words vary sometimes depending on the Spanish speaking country (***ex. marrón in Argentina/café in Colombia***). • We all share similarities in respect to our families and we can identify differences

	• We all share likes and dislikes:
	  ○ ***Me gusta(n) _____.***
	  ○ ***No me gusta(n) _____.***
	  ○ ***Me encanta(n) _____.***

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: <u>Interpretive:</u> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. <u>Interpersonal:</u> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own reg <u>Presentational</u>:	**Instructional focus:** **Students will...** • Use appropriate ***greetings*** depending on the time of day. • Review previously learned ***feelings*** and learn other ways to express how we are feeling: ***estoy… tengo…*** • Introduce themselves by stating their ***name***, favorite ***color***, ***birthday*** and ***age***. • Review different colors and synonyms for colors said two different ways: ***rosado/rosa, marrón/café, anaranjado/naranja, morado/violeta/púrpura*** • Describe themselves by using ***eye*** and ***hair color***, as well as ***height***. • Share the makeup of their ***family*** • Identify *favorites****: mascotas, animales del zoológico, fruta, vegetales***

• 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● LA-developing oral expressions and presentational skills.	**Formative Assessments:** ● Students performance and participation in daily routines. (date, weather, greeting)

- Social Studies- social interactions, diversity

Technology Integration

- FlipGrid
- Interactive Platforms: Jamboard, Padlet, Whiteboard.fi

Media Literacy Integration

- Familias Diversas
- ¿Tienes hijos? ¿Tienes hermanos? - Talking …

Global Perspectives

- Comparing and contrasting likes and dislikes based on experiences students may have depending on their backgrounds.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

- Students and teacher will greet themselves
- Students will ask and answer questions: ***¿Cómo te llamas? Me llamo… ¿Cuándo es tu cumpleaños? ¿Cuántos años tienes?***
- Students will **TPR** ***feelings, mascotas, animales del zoológico***
- Students will identify different ***frutas*** y ***vegetales***
- Students will share members of their family by name: ***Mi mama se llama...***

Summative Assessments, Projects, and Celebrations:

- **FlipGrid:** Students will record themselves sharing personal information including likes and dislikes, family.

Instructional Strategies

Interpretive:

- **TPR:** Students will listen to the teacher say a feeling and students will respond with the correct facial expression.
- Students will use **flashcards** to identify family members
  ¿Tienes hijos? ¿Tienes hermanos? - Talking…
- Students will identify diverse families by watching video Familias Diversas
- Students will identify colors by looking at the object the teacher is holding.
- Students will identify animals by looking at pictures and hearing their sounds.
- **Simon Says**: Students will listen for the vocabulary and act it out.
- **Pictionary**: Students will guess the vocabulary word by looking at a drawing

Interpersonal:

- Students will greet and ask each other **¿Como estás?** and reply **Estoy**… **¿Cómo te llamas? Me llamo… ¿Cuándo es tu cumpleaños? ¿Cuántos años tienes?**
- Students will play a memory **game** using colors by naming the color card they flip and finding its match.
- Students describe their **hair and eye color and of**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

each others

- Students ask themselves **¿Cual es tu animal/mascota/fruta/vegetal favorito(a)?**
- **Scavenger Hunt:** Students will go around asking questions to learn about their classmates.

Scavenger Hunt-Como eres... 3rd grade Un…

<u>Presentational</u>

- Students create a script for their **FlipGrid** video describing themselves and sharing personal information
- Introductions: Students will share their name, birthdate by playing **Pasa la bola.**
- Students answer the **Question of the day**? Review previous vocabulary by asking a question (Padlet/Jamboard)

Recommended Texts to Support Unit:

Unit 2: Mi familia y nuestros gustos

Big Ideas: *Course Objectives/Content Statement(s)*

- While differences exist due to culture and geography, students around the world share many common interests and join in similar activities.
- Sharing and comparing our interests will allow us to connect and perceive each other as diverse
- Discussing the make-up of our family is a way to communicate about our personal life and male connections between one another.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can I communicate my interests in the target language? • What do students like to do and how does that compare with others from different backgrounds? • How can I describe my family to others? • How do families compare or contrast around the world? • What cultural elements influence people's choices?	**Students will understand that:** • Students will share their likes and dislikes using Me gusta/No me gusta… • Students can compare their experiences to others and comment on them in the target language using ***A mi tambien*** or ***A mi no*** • Family structures are diverse and may look different around our community and our world.. • Families share similarities but also identify differences.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
<u>Interpretive:</u>
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• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
 	
<u>Interpersonal:</u>
• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
	Instructional focus:
	Students will...
	• Share their personal interests in regards to **sports and hobbies** in 1st person
	  ○ ***Mi deporte favorito es…***
	  ○ ***Mi pasatiempo favorito es...***
	• Identify similarities and differences among their peers using:
	  ○ ***A mi tambien***
	  ○ ***A mi no***
	• Describe their family physical characteristics in the 3rd person: ***Tiene pelo, Tiene ojos, Es***
	• Describe their family's likes and dislikes and expand their connections:
	  ○ ***A mi tambien***
	  ○ ***A mi no***
	• Express cultural background of family members using: (nationality)

• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <u>Presentational</u>: • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them.	○ ***Mi familia es de…*** ○ ***Yo soy de…***

CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Geography- identify their nationality and country of origin
- Social Studies- Discuss how some sports are more popular in other countries

Technology Integration

- **GoogleSlides**- students create Instagram Post using images
- Interactive Platforms: Jamboard, Padlet, Whiteboard.fi

Media Literacy Integration

- ¿Cuál es tu deporte preferido? - Talking abo…
- ¿Qué haces en tu tiempo libre? - Talking ab…

Global Perspectives

- Comparing and contrasting how students learn about family and the importance of extended family in Spanish speaking countries versus family structures in American culture.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations,	Graphs	Using cooperative

Assessments

Formative Assessments:

- Students performance and participation in **daily routines**.
- Students will identify peers **physical characteristics**
- Students will **TPR** sports and hobbies
- Students will play **Charades** to identify sports and hobbies
- Students will play **Pictionary** to identify sports and hobbies
- Students will describe their family physical characteristics and ask and answer questions about their families.
- Students will

Summative Assessments, Projects, and Celebrations:

- Students will create ***Instagram Posts*** to describe their personal likes and dislikes, family members and share their similarities and differences, their family's preferences, and nationality.

Instructional Strategies

Interpretive:

- ***TPR-*** Teacher says a sport or hobby, students follow with correct physical movement.
- Students watch a video and answer questions
  - ¿Cuál es tu deporte preferido? - Talking ab…
  - ¿Qué haces en tu tiempo libre? - Talking ab…
- Using different family examples, students identify members of a family and physical characteristics
- Have students look at an instagram post and have students interpret the hashtags and comments (model instagram provided by teacher)
- **Charades**: Students identify *sports and hobbies* by looking at teacher lead action.
- Answering questions by looking at a **picture**:

diagrams & drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

sports, hobbies, family, characteristics using Whitebard.fi

- **Gallery walk**: By looking at classmates' finished posts, students answer questions by identifying who likes what.

Interpersonal:

- Students ***interview*** each other:
  - Como se llama tu …?
  - ¿Cual es tu pasatiempo favorito?
  - ¿Cual es tu deporte favorito?
- In partners, students look at ***images*** and describe what they see byt adding on to a partner's comment.
  - Ex: Student 1: La mamá tiene ojos verdes.
    Student 2: La mamá tiene pelo largo.
    Student 1: La mama…
- ***Inside/Outside Circle***: Have the "inside" student state the question to his "outside" partner. Once the "outside" partner has answered, she will then ask the "inside" partner the same question.
- ***Think -Pair-Share:*** The teacher poses an image. Students are given time to think and jot down their thoughts or asked to share their thoughts.

Presentational

- Describe their family's likes and dislikes by making drawings/collage and writing sentences.
- Complete a family tree describing their family's physical characteristics
  Mi arbol familiar-3rd grade unit 2
- Write about their likes and dislikes by using Mi deporte/pasatiempo favorito es…
- Create Instagram Posts to describe their families likes and dislikes and connections between them.
  Instagram Template-3rd grade Unit 2

Recommended Texts to Support Unit:

Unit 3: Animales en peligro de extinción	
Big Ideas: *Course Objectives/Content Statement(s)* ● Learning about endangered animals can motivate us to get involved in supporting our environment ● There are different ways that our actions are putting animals in danger of extinction. ● Many animals share similarities, from body parts to habitats.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why are habitats important? ● Why do animals live in certain habitats? ● What are endangered animals? ● What causes an animal to be endangered? ● How can I talk about endangered animals in the target language? ● How can I describe animals and their habitats in the target language?	**Students will understand that:** ● Different animals live in certain environments. ● Climate affects habitats ● Our actions can determine the life expectancy of animals. ● Many animals are endangered around the world ● They can describe an animal's physical characteristics and their habitats by using: *Vive en… Tiene…*
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
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Interpersonal:
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• 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
• 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.

- Identify different ***types*** of animals: ***carnivoro, herbivoro, omnivoro***
  https://youtu.be/5Tg0J59MYII
- Classify animals into ***ave, reptil, mamifero***
  ANIMALES VERTEBRADOS para niños…

CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Geography-continents and climate
- LA- compare and contrast

Technology Integration

- FlipGrid
- Google Slides

Media Literacy Integration

- Videos:
  RAP ¿Cuántos continentes hay en la tierra?
- 10 Animales en Peligro de Extinción (Vídeo…

Global Perspectives

- Comparing and contrasting how students learn about continents in Spanish speaking countries versus in the American school system.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners

Assessments

Formative Assessments:

- **TPR-** body parts, climate, habitats
- **Labeling** of animal body parts and continents
- **Describing** weather using drawings.
- **Identifying** animals looking at images
- **Creating** poster

Summative Assessments, Projects, and Celebrations:

- Students create a poster describing their animal of choice identifying their body parts, habitat, climate and why they are endangered. Students can create a hands on poster, a collage using slides and record a ***FlipGrid*** presenting their project.

Instructional Strategies

<u>Interpretive:</u>

- Watch video about continents to determine how many and what continentes there are
  RAP ¿Cuántos continentes hay en la tierra?
- Watch video to present endangered animals
  10 Animales en Peligro de Extinción (Víde…
- Identify animal parts by looking at images: ***Tiene...***
- Identify weather by looking at images: ***Hace… Esta...***
- **TPR** body parts and weather

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

- Watch video clips to present information about each animal.
- Picture walks to identify reasons why animals are extinct. ***Está en peligro de extinción...***
- **Simon Says**: Teacher gives commands of body parts, animals, climate while students match the correct **TPR** with it.
- Charades/Pictionary- students guess the action/drawing

Interpersonal:

- Pair-share to discuss weather and animal characteristics: ***Esta… Hace… Tiene… Es… Vive en...***
- Students pair up with a classmate to do a ***Gallery Walk*** of animal images and discuss body parts, habitat, climate
- Students discuss as they complete a ***VennDiagram*** comparing and contrasting animals' body parts, weather and climate, and reasons why

Presentational

- Complete ***VennDiagram*** compare and contrast animals, habitats, climate
- ***Label*** body parts
- ***Label*** weather
- Create a ***hybrid*** animals using body parts and habitat
- Create ***Poster/Slid***e describing animals, habitat and why they are endangered.
- ***FlipGrid*** video presenting their poster.

Recommended Texts to Support Unit:

Unit 4: Mis comida favoritas	
Big Ideas: *Course Objectives/Content Statement(s)* ● Students will be able to express their food likes and dislikes in the target language ● Students will be able to describe their daily meals in the target language ● Students will be able identify different foods groups	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● Why is it important to communicate your likes and dislikes in the target language? ● What are some meal preferences in other countries? ● What are your favorite food groups? ● How does your background determine your likes and dislikes?	**Students will understand that:** ● Foods are grouped together the same way in other language speaking countries. ● Meals vary in different language speaking countries ● Students will be able to categorize foods by meals, food groups. ● Students will be able to explore and discuss food preferences ● Students will be able to compare eating habits in the USA to those of the target culture.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: <u>Interpretive:</u> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	**Instructional focus:** **Students will...** ● Students will identify different foods and describe using color. ● Sort foods into categories: ***frutas, vegetales, proteínas, granos y lácteos, y azúcares*** ● Express likes and dislikes: ***Me gusta… No me gusta… Mi favorita es…*** ● Students will describe their everyday meals: ***Para el desayuno como…, Para el almuerzo como…, Para la cena como… Para el postre...***

• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. <u>Interpersonal:</u> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. <u>Presentational</u>: • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with	• Students will create their favorite meals. • Students share common likes and dislikes using : ***como a*** ex: *Me gusta la manzana como a Henry/No me gusta la sandía como a Susan.* • Students will recognize the ending changes when using singular and plural endings: ***s and es*** • Students identify and utilize appropriate article: ***la/el***

reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments

Interdisciplinary Connections

- LA- developing written and oral expressions, as well as presentational skills.
- Social Studies- students share/identify similarities and differences
- Health- students learn about the 5 main food groups and notice what their preferences are.

Technology Integration

- Create an invitation and menu using Google Slides
- Interactive platforms: https://padlet.com/dashboard , https://whiteboard.fi

Media Literacy Integration

- Food in Spanish: La Comida en Español | …
- Comida [Learn the names of foods in Span…
- https://youtu.be/E77gkXdw-Cw
- Vegetables in Spanish | Easy Spanish Conv…
- Fruit in Spanish | Easy Spanish Conversati…
- ¿Qué son las proteínas? - Alimentación salu…

Global Perspectives

- Students will increase their awareness of the similarities and differences between their peers and others around the world.

Formative Assessments:

- Students will identify different foods by name
- Students will identify foods by categorizing them into food groups.
- Students identify foods by looking at images
- Students share their meals of the day with a partner
- Students will identify the correct pronoun for each food ***(la/el)***

Summative Assessments, Projects, and Celebrations:

- Students will create a menu with their favorite foods for a birthday party. Including: almuerzo y postre using a template/Google Slides

Instructional Strategies

Interpretive:

- **Identify** food groups by noticing the different foods in the video and what's missing La comida: conversacion
- Explore different images and identify foods using Padlet
- **Memory**: Identify foods by listening to the name of the food and matching it with the correct food.
- **Pictionary:** identify different foods by interpreting the image being drawn
- Interpreting what the teach is describing by illustrating using Interactive Whiteboard

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified

<u>Interpersonal</u>:

- **Answer** questions oral in Spanish about food preferences: ***¿Cual es tu (comida) favorita? ¿Qué (comida) no te gusta?¿ Que comes para (meal)?***
- **Partners-**students sort foods into 5 food groups **discussing** the food and group it belongs to in the target language.
- In pairs: students **discuss** the correct "article" *la/el* by naming the food

<u>Presentational</u>

- Students **label** the correct foods.
- Students will **name** the food group for each of the foods presented.
- Students will **identify** the article by writing la/el
- Students will **illustrate** and **write** about their favorite foods.
- Students will **write** about their meal and the food and food groups that are included.
- **TPR**: Students will share likes and dislikes by making the appropriate gesture for each food presented: *me gusta/no me gusta/me encanta/no sé*
- Students **create** a menu for their birthday party: *almuerzo y postre*

	strategies and activities previews, anticipatory guides, and semantic mapping	assessment grading	

Recommended Texts to Support Unit: