Summit Public Schools
Summit, New Jersey
Grade Level: 9th-12th
Content Area: Heritage Spanish Literacy
Length of Course: Full year

Overview:

The Heritage Spanish Literacy course is designed for Spanish speaking students who have limited, interrupted or no prior formal schooling in Spanish (SLIFE). The goals of this course are introducing Spanish literacy skills, building vocabulary, and developing reading comprehension and writing skills. The course focuses on using macrolinguistic skills: speaking, listening, reading, and writing to express the relationship of individuals with their social, natural and cultural environment. Each unit explores identity from a different perspective: diversity, environmental identity and cultural identity through music and cuisine.

It is important to highlight that the benefit of this course expands beyond providing students with the needed support to acquire Spanish linguistic abilities. Identifying ways for a SLIFE to build or further develop their native language literacy skills can provide a foundation for other linguistic and academic skills in addition to being a powerful way to support the value of students' backgrounds.

Unit 1: ¿Quién soy? (Who am I?)
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Low

Interpretive Mode of Communication
Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode of Communication
Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode of Communication
Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Big Ideas: In this unit, students will explore diversity as a constitutive feature of identity by identifying the different manifestations that make up the formation of their own self identities as well as the collective identities of different groups.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What makes you who you are? • How do different factors shape somebody's identity? • Does identity evolve with time? • What is the role of language in the collective and individual identity? • Why is diversity an important part of individual and collective identity? • Are there any stereotypes associated with individual and collective identity?	Students will understand that… • Individual identity is the result of different sociocultural factors and life experiences. • Diversity is a characteristic that forms part of the individual and collective identity. • There are linguistic units of different levels: text, sentence, words and letters, in everyday communication situations. • Letters can be upper case and lower case and they have a sound associated with it. • Words are made up of syllables which are formed by one or more vowels, which can be preceded or followed by one or more consonants.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Student will: • 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.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.	**Instructional Focus:** In the target language students will be able to: • Recognize the sound of the following phonemes: a,e,i,o,u,l,v,ch,s,m,p,b,j and t. • Use uppercase letters in proper names and at the beginning of sentences. • Form simple syllables (consonant and vowel) and syllable-mixed (two consonants and a vowel) with the letters learned in this unit. • Trace the letters correctly. • Make new words with syllabic families. • Use reverse syllables. • Recognize and use the articles la, las, el, los, as well as the demonstratives este, esta, estas, estos • Pronounce simple unfamiliar words in context

<table>
<tr>
<td>

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.

</td>
<td>

Instructional Strategies:

Interpretive:

- Students play the game “Veo, veo”. Students choose an object around them that begins with one of the target phonemes, and the other students have to guess what it is by asking questions.
- Listen and Draw/Write activity
- Read and Draw activity

Interpersonal:

- Category game: Start by selecting a category such as animals, food, countries, or anything students find interesting. This will help them focus on a specific group of words. Take turns: Decide who will start first, and then take turns naming words within the chosen category. The words should contain a specific vowel sound that both players agree upon. For example, if you choose the vowel sound /a/ as in “animal” you could say words like “avión”, “antena”, etc.

Presentational:

- Project Title: "Vowel vs. Consonant Showcase" Students will choose a specific theme or topic for their showcase. For example, they can choose animals, sports, or famous landmarks. In their pairs, students will create a display or presentation showcasing words related to their chosen theme. The display can include posters, dioramas, or even digital presentations. The key element of the project is that students must use visual cues, such as color-coding to distinguish between the vowels and consonants.

</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Assessments</td>
</tr>
<tr>
<td>

Interdisciplinary Connections

- Comparing the English and Spanish alphabets

Technology Integration

- Quizlet game to practice identifying the target phonemes: a,e,i,o,u,l,v,ch,s,m,p,b,j and t. Quizlet allows students to hear the pronunciation of the target phonemes.

</td>
<td>

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while

</td>
</tr>
</table>

Media Literacy Integration

- Identifying the purpose of videos seen in class and their impact on individuals and society.

Global Perspectives

- Students will be encouraged to collaborate with students from different backgrounds, share their experiences, engage in constructive discussions and work together towards common goals, fostering mutual understanding and respect in order to create a safe space for learning.

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	Multi-sensory	Modified

providing immediate feedback on students' progress.

- Quizzes/Tests such as:
  - Phonics Sound Sort: Prepare a variety of picture cards or word cards that contain different vowel sounds. Ask students to sort the cards into groups based on the vowel sound they hear. This activity helps assess their ability to recognize and differentiate vowel sounds.
  - Vowel Sound Dictation: Pronounce a series of words that contain various vowel sounds, and ask students to write down the words as they hear them. This exercise helps assess their listening skills and their ability to recognize and spell different vowel sounds.
  - Vowel Discrimination: Present pairs of words that differ only in their vowel sound (e.g., "casa" and "casi") and ask students to identify the word with a specific vowel sound. This assessment can assess their ability to discriminate between similar vowel sounds.
  - Word Building: Provide students with a set of consonant cards and vowel cards. Ask them to combine the cards to create words. Teacher can provide a list of specific vowel patterns or let students create any words they can. Observe their word choices and assess their understanding of vowel sounds and patterns.

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Project**: Coat of Arms activity-Student will create their own COAT of ARMS based on their hobbies, unique personality, character traits and family.
- **Celebration** of Hispanic Heritage Month: Poster project and 2 minute class presentation highlighting an influential Hispanic in the US (List of influential Hispanics will be provided)

responses	techniques	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

Recommended Texts to Support Unit:

Unit 2: La madre Tierra (Mother Earth)
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Low

Interpretive Mode of Communication
Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode of Communication
Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode of Communication
Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Big Ideas: In this unit, students will explore and reflect about their environmental identity. An environmental identity is one component of the way in which people form their self-concept: a sense of connection to some part of the

nonhuman natural environment that affects the ways in which we perceive and act toward the world.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the differences and similarities between the natural environment in which you grew up and the one in New Jersey? • How do you compare the relationship of early civilizations with nature and our current relationship? • What is your environmental identity? • Does the natural environment influence individual and collective identity or vice versa? • What connections can be made between animals and humans? • Can natural disasters be influenced by humans? • What is the role of individuals in the preservation of the environment? • Do you think we are doing enough to protect our planet individually and collectively?	Students will understand that… • The relationship between humans and nature has evolved with time. • Humans and nature influence each other. • Every person has an environmental identity that is the result of their individual and collective identity. • They have a responsibility in preserving Earth for future generations. • Words are made up of syllables which are formed by one or more vowels, which can be preceded or followed by one or more consonants. • Some consonants in Spanish have two pronunciations (soft and strong)
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 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). • 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. • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using	**Instructional Focus:** In the target language students will be able to: • Use the indefinite articles: un, una, unos, unas a, a, some, some. • Recognize and use the sound of the following phonemes: n,ñ, d,r (strong and soft), rr, c(strong and soft), f, g (strong and soft) • Recognize syllabic families • Read and write simple and mixed syllables with the letters learned. • Trace the upper and lower case letters correctly. • Form words with the syllables learned. • Make sentences with the words learned. **Instructional Strategies:** *Interpretive:* • Students will complete activity about the weather forecast in different cities using the vocabulary learned in class.

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.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 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.
- 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.

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

- Viewing of documentary "six degrees that could change the World"
- Viewing of documentary "Documental Ajolotes & Xochimilco Mexico / Axolotl documentary"
- Listen and Draw/Write activity
- Read and Draw activity

Interpersonal:

- Small group discussion about the documentary "six degrees that could change the World"

Example discussion questions:: a) What is the purpose of the documentary? b) What are the effects of each degree increase? c) Do you think that the world will reach the stages described in the documentary? d) How do you feel about the need to stop global warming?

- Treasure hunt map skills and landforms activity. Students will choose 6 landforms to color, cut and paste onto their treasure map in any order they want. Then, they cut and paste the little treasure chest and hide it under one of the landforms. Once their maps are complete, they will write 3 clues about where they hid their treasure. Students should use the cardinal directions and landforms features when writing their clues. They take turns to guess where the treasure is hidden.

Presentational:

- Based on the documentary: Six degrees that can change the World, students will create a poster illustrating how the Earth will be affected by each degree increase in temperature. They will write key words that describe each stage.

- Natural disaster project. In groups, students will create a hands-on science experiment to recreate a natural disaster. Each student will present their model and explain to the class the science behind each one.

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

- Environmental science- Students will view a documentary about how in Mexico they have taken action to protect the axoltl to protect them from human driven threats.

Technology Integration

- Quizizz, Quizlet, Blooket, Gimkit games to practice phonemes, vocabulary and phrases

Media Literacy Integration

- Students will analyze print ads for reusing, recycling at home in the target language and analyze them for persuasive techniques, target audience, and cultural context. Students can discuss the language used to convey messages and the impact of visuals on the overall message.

Global Perspectives

- Research Spanish speaking countries that have committed to reducing greenhouse gas emissions and transition to cleaner and more sustainable energy sources.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Quizzes/tests to check for acquisition of target phonemes

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Projects:**
  Students will create a "Water Cycle" experiment and describe their observations**.** They will draw a diagram of the water cycle and identify all the stages that they observed in their experiments.

- **Celebration:** Students will celebrate animal diversity by creating a presentation about their favorite animal in their native country and compare it with their favorite animal in the US. The presentation should include pictures and cover the following topics: a) Physical characteristics. b) Habitat. c) Food chain. d) Did you know that…? (with at least 2 interesting facts about the animals)

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

Unit 3: El ritmo que me mueve (The rhythm that makes me move)
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Low

Interpretive Mode of Communication
Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Interpersonal Mode of Communication
Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Presentational Mode of Communication
Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Big Ideas: In this unit, students will reflect on the vital role that music plays in shaping cultural identities.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the differences and similarities between the music of the different Spanish speaking countries? • What is the importance of music in keeping memories alive? • How can music be used as a tool for self-expression and empowerment? • What is the role of music in the collective and individual identity? • What is the relationship between music and emotions?	Students will understand that… • Music helps to pass down stories, values, and beliefs, thus reinforcing a sense of identity and unity within a culture. • Musical preferences often reflect personal experiences, values, and worldview, thus contributing to an individual's self-identity. • Diversity is a characteristic of music among Spanish speaking countries. • The role of "la canción de protesta" (protest song) in the preservation of Latin American identity. • Before reading, an effective reader should make meaning of a text by making predictions and connections to prior knowledge. • Generating questions about reading increases fluency and comprehension. • Effective writers generate and organize ideas, and draw on information from a variety of sources.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:

- 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).
- 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.
- 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.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 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

Instructional Focus:
In the target language students will be able to:

- Recognize the sound of the following phonemes: que,qui,z,gue,gui,h,y,ll,w,x,tr,pl,bl,br,dr,gr,tl,cr,gl.fr, fl,cl
- Recognize and use chunks like "me gusta"
- Form simple syllables (consonant and vowel) and syllable-mixed (two consonants and a vowel) with the letters learned in this unit.
- Make new words with syllabic families.
- Reread familiar texts independently
- Discuss the purpose for reading or viewing prior to reading.
- Use prior reading and viewing experiences to make predictions and connections, such as looking at cover, illustrations, and headings, and knowledge of the author.
- Generate questions related to and going beyond the text.
- Use prior knowledge and experiences to connect with a topic or idea in response to questions about what they already know or in response to pictures or verbal prompts, such as "What does this remind you of?"
- Communicate meaning by using conventions of writing like punctuation (e.g., periods, question marks, exclamation marks)
- Write a complete phrase around a topic.

Instructional Strategies:

Interpretive:

- Cloze activity with the song "Te gusta el mambo?"
- Cloze activity with the song "Me gustas tú" by Manu Chao
- Students will listen and watch the video of the song Latinoamerica by Calle 13. As they watch the video clip, they will identify images that most appeal to them and think of possible connections with their identity.
- Listen and Draw/Write activity
- Read and Draw activity

Interpersonal:

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.
- 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.

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.

- Battleship game to talk about likes and dislikes using types of music or the items in the song "Me gustas tú"
- In pairs students will discuss the lyrics of the song Latinoamerica. Example discussion questions: a) What does Latinoamérica mean to you? b) Why does the song start in Quechua? c) Why does the song end with the phrase "tu no puedes comprar mi vida"?

Presentational:

- Students will write words, phrases or complete sentences about what music they like or dislike.

Differentiation	Assessments
Interdisciplinary Connections ● While spoken languages may vary around the world, music has the ability to communicate emotions, ideas, and stories in a way that is universally understood. This aspect of music makes it a powerful tool for cultural exchange and connection among people from different linguistic backgrounds. **Technology Integration**	**Formative Assessments:** ● Exit tickets at the end of a lesson to gauge their understanding of the material. ● Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.

- Use Spotify to create a music playlist
- Quizizz, Quizlet, Blooket, Gimkit games to practice phonemes, vocabulary and phrases

Media Literacy Integration

- Identify the purpose of a song such as Calle 13's "Latinoamerica" and create a cover for the song highlighting the messages found in the song.

Global Perspectives

- Music is deeply rooted in culture, and it often reflects the values, traditions, and beliefs of a particular community or society. Through exploring music from different cultures, learners can gain insights into the worldviews and ways of life of various linguistic communities.

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		

- Quizzes/tests to check for acquisition of target phonemes, phrases and/or chunks.

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Celebration**: "Spanish song festival": Each student should create a presentation that includes the following elements: a. Introduction: Briefly introduce the song, its title, artist, and genre. b. Lyrics: Display the lyrics in Spanish. c. Song Analysis: Explain the meaning behind the lyrics and any cultural context or relevance. d. Personal Connection: Share why they chose the song and how it resonates with them.

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

Unit 4: Los sabores de mi cocina (The flavors of my cuisine)
2020 New Jersey Student Learning Standards – World Languages
7.1 World Languages Novice Mid

Interpretive Mode of Communication
Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal Mode of Communication
Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Presentational Mode of Communication
Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Big Ideas: In this unit, students will explore how foods are shared within communities and cuisine is tightly linked to people's cultural identities, or the ways they define and distinguish themselves from other groups of people.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the differences and similarities between the food in the different Spanish speaking countries? • What traditions related to food does your family share? • How did different ingredients move from one country to another? • What are the differences and similarities between the Hispanic and the US cuisines? • What is the role of cuisine in defining collective identity? • What are the basic steps to become an effective reader and writer?	Students will understand that… • As part of cultural identity, the term cuisine is used to refer to specific cultural traditions of cooking, preparing, and consuming food. • Although some Spanish speaking countries have similar cuisines, there is a significant gastronomic diversity among them. • Their own relationship with food affects their personal identity. • During reading and viewing, an effective reader should construct meaning from texts by describing the author's main ideas and points of view, and predicting what might happen next based on already known information. • After reading, an effective reader rereads for clarification and reflects about his interpretation of the text. • After writing, an effective writer proofreads and edits his work.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 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. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	**Instructional Focus:** In the target language students will be able to: • Develop their understanding of the meaning conveyed in texts by rereading for clarification, describing their interpretation and discussing it with others. • Write complete sentences in response to questions about text read. • With assistance, proofread for spelling and revise unclear sentence patterns, check work against established criteria to begin to evaluate their own work. • Identify verbs like chop, sauté, bake, etc., and common cooking utensils. **Instructional Strategies:** *Interpretive:* • Viewing of film "East Side Sushi"

- 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.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 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.

- Reading menus of traditional cuisine from different Spanish speaking countries
- Reading recipes
- Interpreting ads for restaurants
- Listen and Draw/Write activity
- Read and Draw activity

Interpersonal:

- Small Group Discussions regarding the film "East Side Sushi": Divide the class into small groups or pairs and assign discussion questions related to the film. Example discussion questions: a. What is the main theme of the film, and how is it relevant to the target culture? b. Describe the main characters and their motivations. Are they relatable or unique to the culture depicted in the film? c. Identify any cultural references or customs portrayed in the film. How do they compare to those of your own culture? d. Did the film challenge any stereotypes or misconceptions about the target culture? e. Share your favorite scene and explain its significance in the context of the story.

Presentational:

- Ask students to come up with a central theme for their posters that captures the essence of the film "East Side Sushi". This could be a specific scene, a character, a cultural reference, or a significant quote. Encourage creativity in the poster design, incorporating visual elements, colors, and fonts that align with the film's mood and atmosphere.
- Slideshow presentation about traditional cuisine from their country of origin using visual aids and listing ingredients in each dish. Students can share interesting anecdotes or food-related traditions, include cultural differences in table manners (such as eating pupusas with hands not utensils), and mention traditional dishes associated with specific events.

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

- Culinary arts

Technology Integration

- Quizizz, Quizlet, Blooket, Gimkit games to practice phonemes, vocabulary and phrases

Media Literacy Integration

- Finding messages in the movie "East Side Sushi" and creating a short video recommending the movie.
- Analyzing language in ads for fast food, and then students create their own ad.

Global Perspectives

- Food is deeply intertwined with culture, and each region and country has its culinary traditions, ingredients, and preparation methods. In the movie "East Side Sushi" the main character has to fight the Japanese tradition that women should not prepare sushi, in her case a Mexican woman.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Assessments

Formative Assessments:

- Exit tickets at the end of a lesson to gauge their understanding of the material.
- Interactive Quizzes and Games: Language learning apps, online quizzes, and interactive language games can be used as formative assessments to make learning engaging while providing immediate feedback on students' progress.
- Quizzes/tests to check for acquisition of target phonemes, phrases, and chunks.

Summative Assessments, Projects, and Celebrations:

- **End of unit assessment**
- **Projects**:
  - Creation of a menu for a restaurant
  - Creation of an ad for a restaurant
- **Celebration**:
  - Food festival

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