

**GREAT MEADOWS REGIONAL SCHOOL DISTRICT, NEW JERSEY**

**Spanish**

**GRADES K-5**

**CURRICULUM GUIDE**

**October 2016**

**Mr. David C. Mango, Superintendent  
Ms. Nadia Inskeep, Director of Curriculum & Instruction**

**Developed by:**

**Martha Teixeira  
Linda DeJesús**

**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Great Meadows Regional School District Board of Education  
At the regular meeting held on 1/24/2017**

**And**

**Aligned with the New Jersey Student Learning Standards and  
*ACTFL National Standards for Foreign Language Education***

## **TABLE OF CONTENTS**

**Mission Statement, Philosophy and Rationale**

**Course Proficiencies**

**Student Proficiencies**

**Methods of Evaluation**

**New Jersey Core Curriculum Content Standards for World Languages**

**Grade K-5 Course Outline the 5 C's**

**Communication, Cultures, Connections, Comparisons, Communities**

**21<sup>ST</sup> Century Skills**

**Communication, Cultures, Connections, Comparisons, Communities**

**Scope and Sequence - World Language Curriculum Mapping Grades K-5**

## **MISSION STATEMENT**

The mission of the Great Meadows Regional District World Languages Department is to provide quality instruction in a second language by fostering the development of essential language skills in our students. We provide a proficiency based curriculum, which encourages our learners to become active listeners, confident speakers, careful readers, skilled writers, and culturally sensitive citizens in a global community.

## **PHILOSOPHY / RATIONALE**

The philosophy of the World Languages Department is to offer all Great Meadows Regional students the challenges and the excitement of seeing the world through new perspectives. Students will study other languages and cultures in preparation for their future as citizens in a global community.

In all of their classes, students will acquire the knowledge and develop the skills listed in the National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons and Communities. It is the belief of the World Language Department that skills development occurs in the four main language areas of listening, speaking, reading and writing. Learning a language, however, involves much more than just linguistic skills. As a language learner, it is imperative to take a holistic approach to language acquisition. World language acquisition contributes to the overall intellectual, social and creative development of our students by introducing them to the ways in which other groups of people view the world and function in it. With extended study, practice and experience, our students learn how to communicate with people of other cultures who live within their own multilingual community and throughout the world.

## **COURSE PROFICIENCIES**

***By the end of the course, this curriculum aims to cover the following proficiencies based on the 5 Cs set forth within the ACTFL National Standards for Foreign Language Education:***

### **1. Communication**

- a. Greetings & common expressions
- b. Proper introductions & responses
- c. Class schedules & sequence of events
- d. Telling time
- e. Expressing likes & dislikes
- f. Discussing where one goes during free time
- g. Weather expressions
- h. Adverbs of frequency
- i. Proper spelling and format of dates
- j. Proper use of adjectives to describe people and things
- k. Proper word order

### **2. Culture**

- a. Geography of Latin America & Spain
- b. The importance of learning another language & culture
- c. Common practices & cultural expectations
- d. The school day, courses offered, school-sponsored activities & grade scales
- e. Currency used
- f. Popular sports & pastimes
- g. Seasons in South America
- h. Family values

### **3. Connections**

- a. Proper etiquette when addressing adults vs. peers
- b. Different currency used & value of it
- c. Product value
- d. Professions in which the language is used

### **4. Comparisons**

- a. Common foods
- b. Customs including holidays, healthy habits practiced & proper manners
- c. School vocabulary
- d. Sports
- e. Family values/structure
- f. Latin American education

### **5. Communities**

- a. Cultural awareness/appreciation
- b. Job opportunities

## STUDENT PROFICIENCIES

***Evidence of understanding is indicated on the individual units found within this curriculum guide.***

**Students will be able to:**

### **1. Communication:**

- a. Greet people and introduce and excuse yourself
- b. Ask how someone is feeling and tell how you are
- c. Ask where someone is from and tell where you are from
- d. Utilize numbers to count and tell your age, phone number, and the date
- e. Identify the days of the week and months of the year
- f. Express dates
- g. Describe yourself and find out what other people are like
- h. Talk about what you like and don't like to do
- i. Compare your likes and dislikes with other people's
- j. Tell time
- k. Name some school supplies you use
- l. Discuss leisure-time activities
- m. Make articles, nouns, & adjectives agree in gender and number
- n. Ask and tell what someone's age is
- o. Tell what other people like and do not like to do
- p. Name seasons & describe weather

### **2. Cultures:**

- a. Recognize manners including interpersonal space, privacy, punctuality & invitations
- b. Identify stereotypes associated to different nationalities, their origin and validity
- c. Compare your school experience with that of a student in a Spanish speaking country
- d. Compare leisure-time activities among cultures
- e. Discuss differences between eating customs
- f. Explain how last names are formed in Spanish speaking countries
- g. Compare vacation choices based on seasonal differences

### **3. Connections:**

- a. Explain the uses of *tú* vs. *usted*
- b. Demonstrate math comprehension through conversions
- c. Use cognates and correct grammar to enhance English language skills
- d. Relate bilingualism (or multilingualism) to success in the workplace, i.e. local businesses
- e. Locate Spanish speaking countries on a world map

### **4. Comparisons:**

- a. Compare cultural expectations
- b. Compare school life and friendships
- c. Compare opportunities after graduation
- d. Compare food & life style

**5. Communities:**

- a. Give examples of real-world opportunities afforded to them by being bilingual (multilingual)
- b. Use the target language when speaking to natives in the community

## **METHODS OF EVALUATION**

Based upon grade level and specific objectives, the students will be evaluated in a number of ways, which include but are not limited to the following formative, summative and self-assessments:

### **Assessment Methods:**

1. Classwork
2. Pair work
3. Class participation
4. Mini quizzes
5. Lesson quizzes
6. Projects (in-class)
7. Skits / dialogues
8. Presentations
9. Short writing tasks
10. Discussion (whole-class or small-group)
11. Self-evaluations
12. Self-assessment checklists and inventories
13. Peer Evaluations
14. Teacher-student interviews
15. Cross-curricular collaboration

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
FOR  
WORLD LANGUAGES**

**Stage 1: Desired Results**

**Linguistic:**

The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Identify the main idea and some supporting details when reading.
- o Understand the gist and some supporting details of conversations dealing with everyday life.
- o Infer the meaning of some unfamiliar words when used in familiar contexts.

**Content Standards Covered**

**Interpretative Mode**

<b>CPI#</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic using electronic information sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.



### **Interpersonal Mode**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### **Presentational Mode**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

## **Topic: Communication**

### **Essential Questions**

- How can we communicate effectively?
- How does formal and colloquial communication impact the understanding and the output of a second language?

### **Enduring Understandings:**

Students will understand that:

- Language learning involves acquiring strategies to communicate effectively.
- Formal and colloquial communication impacts the understanding and the output of a second language.
- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Engage in conversation where we not only provide but also obtain information.
- Interpret verbal and written input in a second language in order to form opinions and make rational decisions and judgments.
- Process and negotiate meaning in a second language.

### **Knowledge and Skills:**

Students will be instructed on:

- Colors
- Numbers
- Math concepts
- Emotions
- Shapes
- Directions
- Seasons
- Senses
- Weather expressions
- Animals
- Habitats
- Day of the week
- Months of the year
- Body Parts
- School
- Action words
- Likes and dislikes

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks:**

Students will be able to:

- Communicate their names and reply to greetings
- Exchange feelings, greetings, leave-takings through culturally appropriate gestures and oral expressions
- Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical responses
- Give simple oral directions, commands and requests to contribute to class participation
- Identify various school supplies in the classroom
- Utilize numbers 0-100 to perform basic mathematical functions
- Recognize basic shapes
- Identify colors and link them to prior knowledge (supplies, shapes)
- List days of the week and months of the year
- Name animals, compare and contrast habitats
- Locate body parts and state their purposes (senses)
- Express what they like to do in the target language
- Utilize adjectives to describe self and others

### **Assessment Methods:**

#### **Formative:**

- Oral class responses
- Teacher/student dialogue
- Teacher observations
- Class participation
- Accuracy in response
- Peer dialogue

#### **Summative:**

- Written assessment
- Communicative Activities
- Projects & oral presentations
- Quizzes

#### **Other Evidence:**

##### **1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoken) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
  - writing conferences

- discussion (whole-class or small-group)
- self-evaluations
- self-assessment checklists and inventories
- teacher-student interviews

**2. Performance/ Project Based Learning:**

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

**3. Interdisciplinary:**

- Activities such as but not limited to the following:
  - Collaboration with Core and Encore teachers linking music, art, and historical events to the culture and development of the target language being studied.

**Stage 3: Learning Plan**

**Within this unit consider the following Subset of Essential Questions:**

**How do I make my message understandable and interesting to my audience?**

**A. Interpretative Mode**

Decode new vocabulary when presented in context by other speakers

**Interpersonal Mode**

Communicate in the target language with other speakers to practice vocabulary. Interview classmates in the target language using open ended questions to prompt information related to the material.

**Presentational Mode**

Create skits in the target language that demonstrate understanding of unit vocabulary.

Utilize technology to present information in different ways.

**B. To show evidence students may complete the following assessment:**

TPR

Written assessments

Skits / Role playing / Dialogues

Rubrics

Projects and presentations

**C. Provide evidence of Differentiated Instruction:**

Instructor will provide differentiated instruction through any and all of the following strategies:

Readiness / Ability

Adjusting Questions

Compacting Curriculum  
Tiered Assignments  
Acceleration/Deceleration  
Peer Teaching  
Learning Profiles/Styles  
Student Interest  
Anchoring Activities

**D. Students will reflect, rethink, revise, and refine by:**

Reconsidering key assumptions  
Confronting surprises and anomalies  
Peer critiquing  
Practice sessions  
Self-assessment

**Resources:**

Teacher made materials  
Technology available  
Enchantedlearning.com  
Edhelper.com  
Duolingo.com  
Foreign Language K-12 Workshops  
FLENJ Conference

**Stage 1: Desired Results**

**Topic: Cultures**

**Interpretive Mode**

**Linguistic:**

The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Identify the main idea and some supporting details when reading.
- o Understand the gist and some supporting details of conversations dealing with everyday life.
- o Infer the meaning of some unfamiliar words when used in familiar contexts.

**Content Standards Covered**

**Strand**

**CPI#**

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

### **Interpersonal Mode**

#### **Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - Ask and answer questions related to everyday life.
  - Handle simple transactions related to everyday life:
    - Initiate, maintain, and end a conversation.
    - Ask for and give permission.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.
    - Extend, accept, and decline an invitation.
    - Express an opinion and preference.

#### **Strand**

##### **CPI#**

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### **Essential Questions:**

- How does one's culture affect one's lifestyle?
- How does one's culture influence one's perception?

## **Enduring Understandings:**

Students will understand that:

- Communication is a necessity that leads to the interaction of different cultures.
- The study of another culture leads to a better understanding of other people's points of view and cultural traditions.
- There is a relationship between practices, perspectives and products.
- Language and culture are interconnected; therefore, the effect of one's culture will impact another.
- The relationships between practices and perspectives of the target culture and how language and culture interrelate.
- The study of different cultures will enhance the understanding and appreciation of my own culture.

## **Knowledge and Skills:**

Students will be instructed on:

- Geography of Latin America & Spain.
- The importance of learning another language & culture.
- Common practices & cultural expectations.
- The school day, courses offered, school-sponsored activities & grade scales.
- Currency used.
- Popular sports & pastimes.
- Seasons in South America.
- Family values.

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations: Benchmarks:**

Students will be able to:

- Recognize manners including interpersonal space, privacy, punctuality & invitations.
- Identify stereotypes associated to different nationalities, their origin and validity.
- Compare your school experience with that of a student in a Spanish speaking country.
- Compare leisure-time activities among cultures.
- Explain how last names are formed in Spanish speaking countries.
- Compare vacation choices based on seasonal differences.

## **Assessment Methods:**

**Formative:**

- Cultural class discussions
- Question/response
- Teacher/student dialogue
- Peer dialogue

- Written assessment

**Summative:**

- Projects & presentations
- Quizzes and tests
- Interaction with native speakers in the classroom & community

**Other Evidence:**

**1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoken) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:

- writing conferences
- discussion (whole-class or small-group)
- self-evaluations
- self-assessment checklists and inventories
- teacher-student interviews

**2. Performance/ Project Based Learning:**

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

**3. Interdisciplinary:**

- Activities such as but not limited to the following:
  - Collaboration with Core and Encore teachers linking music, art, and historical events to the culture and development of the target language being studied.

**Stage 3: Learning Plan**

**Within this unit consider the following Subset of Essential Questions:**

How is personal identity developed through experiences that occur within one's family, one's community, and the culture at large?

**A. Research different cultures**

Share personal stories and artifacts  
Use tools (maps)  
TPR

**B. To show evidence students may complete the following assessment:**

TPR  
Written assessments  
Skits / Role playing / Dialogues  
Rubrics  
Projects and presentations



**C. Provide evidence of Differentiated Instruction:**

Instructor will provide differentiated instruction through any and all of the following strategies:

Readiness / Ability  
Adjusting Questions  
Compacting Curriculum  
Tiered Assignments  
Acceleration/Deceleration  
Peer Teaching  
Learning Profiles/Styles  
Student Interest  
Anchoring Activities

**D. Students will *reflect, rethink, revise, and refine* by:**

Reconsidering key assumptions  
Confronting surprises and anomalies  
Peer critiquing  
Practice sessions  
Self-assessment

**Resources:**

Teacher made materials  
Technology available  
[www.Rubrics4teachers.com](http://www.Rubrics4teachers.com)  
[www.Unitedstreaming.com](http://www.Unitedstreaming.com)  
[www.vocaroo.com](http://www.vocaroo.com)  
[edhelper.com](http://edhelper.com)  
[enchantedlearning.com](http://enchantedlearning.com)

**Stage 1: Desired Results**

**Topic: Connections**

**Linguistic:**

- The Novice-Low language learner understands and communicates at the **sentence** level and can *use simple sentences* independently to:
  - Identify the main idea and some supporting details when reading.
  - Understand the gist and some supporting details of conversations dealing with everyday life.
  - Infer the meaning of some unfamiliar words when used in familiar contexts

**Interpretive Mode**

- 7.1.IL.A.1 I Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topic.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

### **Essential Questions:**

- What connections can I make between the ways of living in different time periods and cultures and those of today?
- How does learning a world language influence the way one thinks acts and perceives the world?

### **Enduring Understandings:**

Students will understand that:

- The study of another language and culture reinforces one's knowledge of other disciplines.
- Learning to speak a second language allows them to be a better global citizen.
- Learning a second language provides them with better knowledge of themselves and the way they think and perceive the world.

### **Knowledge and Skills:**

Students will be instructed on:

- Colors
- Numbers
- Shapes
- Calendar
- Body parts and senses
- Animals and habitat
- Geography
- Holidays

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

### **Benchmarks:**

Students will be able to reinforce/transfer their conceptual learning

- Colors
- Numbers
- Shapes
- Calendar and Holidays
- Body parts and senses
- Animals and habitat
- Geography

### **Assessment Methods:**

#### **Formative:**

- Teacher observations
- Class participation
- Accuracy in responses
- Peer dialogue

#### **Summative:**

- Projects & presentations
- Quizzes and tests

#### **Other Evidence:**

##### **1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoken) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
  - writing conferences
  - discussion (whole-class or small-group)
  - reflection logs
  - weekly self-evaluations
  - self-assessment checklists and inventories
  - teacher-student interviews

##### **2. Performance/ Project Based Learning:**

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

##### **3. Interdisciplinary:**

- Activities such as but not limited to the following:
  - Collaboration with Core and Encore teachers linking music, art, and historical events to the culture and development of the target language being studied.

### **Stage 3: Learning Plan**

**Within this unit consider the following Subset of Essential Questions:**

How does what I am learning in Spanish relate to my real life?

**A. Self-evaluation**

Make connections between Spanish concepts and other areas studied.

**B. To show evidence students may complete the following assessment:**

TPR

Written assessments

Skits / Role playing / Dialogues

Rubrics

Projects and presentations

**C. Provide evidence of Differentiated Instruction:**

Instructor will provide differentiated instruction through any and all of the following strategies:

Readiness / Ability

Adjusting Questions

Compacting Curriculum

Tiered Assignments

Acceleration/Deceleration

Peer Teaching

Learning Profiles/Styles

Student Interest and Anchoring Activities

**D. Students will reflect, rethink, revise, and refine by:**

Reconsidering key assumptions

Confronting surprises and anomalies

Peer critiquing

Practice sessions

Self-assessment

**Resources:**

- Teacher made materials
- Technology available
- [www.Rubrics4teachers.com](http://www.Rubrics4teachers.com)
- [www.Unitedstreaming.com](http://www.Unitedstreaming.com)
- [www.vocaroo.com](http://www.vocaroo.com)

## **Stage 1: Desired Results**

### **Topic: Comparisons**

#### **Interpretive Mode**

##### **Linguistic:**

The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:

- o Identify the main idea and some supporting details when reading.
- o Understand the gist and some supporting details of conversations dealing with everyday life.
- o Infer the meaning of some unfamiliar words when used in familiar contexts.

#### **Content Standards Covered**

##### **Strand CPI#**

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

#### **Interpersonal Mode**

##### **Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - o Ask and answer questions related to everyday life.
  - o Handle simple transactions related to everyday life:
    - Initiate, maintain, and end a conversation.
    - Ask for and give permission.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.

- Extend, accept, and decline an invitation.
- Express an opinion and preferences

**Strand**

**CPI#**

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

**Presentational Mode**

**Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - Handle simple transactions related to everyday life
    - Express needs.
    - Give reasons.
    - Express an opinion and preference.
    - Request and suggest.

**Strand**

**CPI#**

- 7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

## **Essential Questions:**

- What defines a global citizen?
- How are education and career paths different or similar around the world?

## **Enduring Understandings:**

Students will understand that:

- There are similarities and differences between native and target language and cultures.
- The study of another language and culture leads to the development of global understanding and cultural sensitivity.
- Studying a second language allows individuals to develop a deeper understanding of their own language (i.e. grammar, structure, and vocabulary).

## **Knowledge and Skills:**

Students will be instructed on:

- Calendar and holidays
- Greetings
- Geography
- Animals and habitats
- Movement and action words

## **Stage 2: Evidence of Understanding, Learning Objectives and Expectations** **Great Meadows Regional Benchmarks:**

Students will be able to:

- Compare cultural expectations
- Compare school life and friendships
- Formal vs informal greetings
- Calendar differences
- Holiday customs and celebrations

## **Assessment Methods:**

### **Formative:**

- Oral class responses
- Teacher/student dialogue
- Peer dialogue
- Class discussions

### **Summative:**

- Projects & presentations
- Quizzes and tests

## **Other Evidence:**

### **1. Student Self-Assessment**

- Students will review and assess their own performance (written and spoken) and projects as it relates to the acquisition and transfer of knowledge and

skill related to the target language being studied assessment can take many forms, including:

- writing conferences
- discussion (whole-class or small-group)
- self-evaluations
- self-assessment checklists and inventories
- teacher-student interviews

**2. Performance/ Project Based Learning:**

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

**3. Interdisciplinary:**

- Activities such as but not limited to the following:  
Collaboration with Core and Encore teachers linking music, art, and historical events to the culture and development of the target language being studied.

**Stage 3: Learning Plan**

**Within this unit consider the following Subset of Essential Questions:**

How does my life and culture compare to those of Spanish speakers?

**A. Research different cultures**

Share personal stories and artifacts  
Use tools (maps)  
TPR

**B. To show evidence students may complete the following assessment:**

TPR  
Written assessments  
Skits / Role playing / Dialogues  
Rubrics  
Projects and presentations

**C. Provide evidence of Differentiated Instruction:**

Instructor will provide differentiated instruction through any and all of the following strategies:  
Readiness / Ability  
Adjusting Questions  
Compacting Curriculum  
Tiered Assignments  
Acceleration/Deceleration  
Peer Teaching  
Learning Profiles/Styles  
Student Interest  
Anchoring Activities



**D. Students will reflect, rethink, revise, and refine by:**

- Reconsidering key assumptions
- Confronting surprises and anomalies
- Peer critiquing
- Practice sessions
- Self-assessment

**Resources:**

- Teacher made materials
- Technology available
- [www.Rubrics4teachers.com](http://www.Rubrics4teachers.com)
- [www.Unitedstreaming.com](http://www.Unitedstreaming.com)
- [www.vocaroo.com](http://www.vocaroo.com)

**Stage 1: Desired Results**

**Topic: Communities**

**Interpretive Mode**

**Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - Identify the main idea and some supporting details when reading.
  - Understand the gist and some supporting details of conversations dealing with everyday life.
  - Infer the meaning of some unfamiliar words when used in familiar contexts.

**CPI#**

**Strand**

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- 7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
- 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

## **Interpersonal Mode**

### **Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - Ask and answer questions related to everyday life.
  - Handle simple transactions related to everyday life:
    - Initiate, maintain, and end a conversation.
    - Ask for and give permission.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.
    - Extend, accept, and decline an invitation.
    - Express an opinion and preferences.

### **Strand**

#### **CPI#**

- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

## **Presentational Mode**

### **Linguistic:**

- The Novice-Low language learner understands and communicates at the sentence level and can *use simple sentences* independently to:
  - Handle simple transactions related to everyday life:
    - Express needs.
    - Give reasons.
    - Express an opinion and preference.
    - Request and suggest.

### **Strand**

#### **CPI#**

- 7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

- 7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- 7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- 7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

### **Essential Questions:**

- What opportunities will arise due to my knowing and using this language?
- How does the content presented help me understand who I am and the world in which I live?

### **Enduring Understandings:**

Students will understand that:

- The study of other languages expands their opportunities (occupational, social, and educational).
- Language skills and cultural understanding enhance the process of engaging community members in a 21<sup>st</sup> century global society.
- Learning to speak a second language allows them to be a better global citizen.
- Learning other languages will allow and assist them to become successful participants in a 21<sup>st</sup> century global society.
- The study of a world language will impact/influence one's life outside the classroom.
- The use of a second language will help in reaching out community members to be able to engage in critical current issues.

### **Knowledge and Skills:**

Students will be instructed on:

- Cultural awareness and appreciation
- Greetings
- Calendar and Holidays celebrations

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations:** **Great Meadows Regional Benchmarks:**

Students will be able to:

- Give examples of real-world opportunities afforded to them by being bilingual (multilingual).
- Use the target language when speaking to natives in the community.

### **Assessment Methods:**

#### **Formative:**

- Student recall
- Student participation
- Teacher's observation

#### **Summative:**

- Written assessment
- Projects and presentations
- Quizzes

#### **Other Evidence:**

1. **Student Self-Assessment**

- Students will review and assess their own performance (written and spoken) and projects as it relates to the acquisition and transfer of knowledge and skill related to the target language being studied assessment can take many forms, including:
  - writing conferences
  - discussion (whole-class or small-group)
  - self-evaluations
  - self-assessment checklists and inventories
  - teacher-student interviews

## 2. Performance/ Project Based Learning:

- Evidence of student acquisition of the knowledge and skills and their transfer of understanding is assessed through authentic assessment techniques such as but not limited to – real world problems based projects and scenarios requiring the students to utilize the target language in a written and spoken format.

## 3. Interdisciplinary:

- Activities such as but not limited to the following:
  - Collaboration with Core and Encore teachers linking music, art, and historical events to the culture and development of the target language being studied.

## **Stage 3: Learning Plan**

### **Within this unit consider the following Subset of Essential Questions:**

How does the study of a world language impact/influence one's life outside of the classroom?

#### **A. In order to develop an appreciation for other cultures and the community, students will be able to:**

Participate in events outside of the classroom.  
 Invite community members into the classroom.  
 Research how learning a second language affects job opportunities.

#### **B. To show evidence students may complete the following assessment:**

Projects and presentations  
 Written assessments  
 Teacher observation

### **C. Provide evidence of Differentiated Instruction:**

Instructor will provide differentiated instruction through any and all of the following strategies:

- Readiness / Ability
- Adjusting Questions
- Compacting Curriculum
- Tiered Assignments
- Acceleration/Deceleration
- Peer Teaching
- Learning Profiles/Styles
- Student Interest
- Anchoring Activities

### **D. Students will reflect, rethink, revise, and refine by:**

- Reconsidering key assumptions
- Confronting surprises and anomalies
- Peer critiquing
- Practice sessions
- Self-assessment

### **Resources:**

- Teacher-made resources
- Technology available
- People and community

## **21st Century Skills**

### **Learning Expectations/Objectives**

### **Integration of 21<sup>st</sup> Century Skills**

#### **FLEXIBILITY AND ADAPTABILITY**

##### ***Adapt to Change***

- Adapt to varied roles, jobs responsibilities, schedules and context.
- Work effectively in a climate of ambiguity and changing priorities.

##### ***Be Flexible***

- Incorporate feedback effectively.
- Deal positively with praise, setbacks and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

#### **INITIATIVE AND SELF-DIRECTION**

##### ***Manage Goals and Time***

- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.

##### ***Work Independently***

- Monitor, define, prioritize and complete tasks without direct oversight.

### ***Be Self-directed Learners***

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

## **SOCIAL AND CROSS-CULTURAL SKILLS**

### ***Interact Effectively with Others***

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.

### ***Work Effectively in Diverse Teams***

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

## **PRODUCTIVITY AND ACCOUNTABILITY**

### ***Manage Projects***

- Set and meet goals, even in the face of obstacles and competing pressure.
- Prioritize, plan and manage work to achieve the intended result.

### ***Produce Results***

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

## **LEADERSHIP AND RESPONSIBILITY**

### ***Guide and Lead Others***

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.
- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.

### ***Be Responsible to Others***

- Act responsibly with the interests of the larger community in mind.

## **Integration of 21<sup>st</sup> Century Learning**

### ***Information Literacy***

- Access and Evaluate Information.
- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.

### ***Use and Manage Information***

- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

## **Media Literacy**

### ***Analyze Media***

- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

### ***Create Media Products***

- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

## **ICT Literacy**

### ***Apply Technology Effectively***

- Use technology as a tool to research, organize, evaluate and communicate information.
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.