Washington Township School District

Course Title:	World Language Elementary

Grade Level(s):	Grade 2

Duration:	*Full Year:*		*Semester:*	x	*Marking Period:*	

Course Description:	The K-5 World Language program prioritizes student engagement and aims to build student proficiency across interpretive, interpersonal, and presentational modes of communication while systematically enhancing listening, reading, writing, and speaking skills. A big focus is to enable students to communicate orally in the target language to convey messages and comprehend language via the three modes of communication. As students progress, they broaden their understanding of diverse cultures, fuse language acquisition with other academic disciplines, and compare their culture to others. This course will use thematic instruction based on the following themes: My Family and Cultures Around the World, Going to the Doctor, and My Year.
Grading Procedures:	This course aims to demonstrate proficiency on the ACTFL scale and move along the continuum from the Novice-Low to the Novice-Mid level in speaking, reading, writing, and listening in the target language. The students will also continuously compare the culture of the target language countries to their own. The grading practices follow the WTPS grading policy. Benchmark assessments are used to ensure students' progress. Students will receive a scaled participation and comprehension grade on report cards.
Primary Resources:	Risas y Sonrisas SpanishforKids.com

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st-century skills for College and Career Readiness in a global society

NJ World Language Mission: Studying another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and virtually in appropriate ways with people from diverse cultures.

NJ World Language Vision: An education in world languages fosters a population that:
- Communicates in more than one language, with the levels of language proficiency required to function in various occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- It values language learning as global literacy and its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

WTPS WL Goal: By the time students reach their senior year, they will pass the Seal of Biliteracy.

Designed by	Jennie Nilson
Under the Direction of	Meike Kirk

Written: _____   Revised: _____   BOE Approval: _____

Unit 1: My Family and Cultures Around the World

Unit Description This unit is designed to provide second graders with the ability to understand and describe family member relationships in Spanish. They will compare and contrast family configurations and traditions in various countries in the target cultures as well as in their own cultures.

Unit Duration: ⅓ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication
In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Interpersonal Mode of Communication
In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication
In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.
The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

K-2

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

NJ World Language Student Learning Standards

Interpretive Mode of Communication: *Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

K-2

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.

Interpersonal Mode of Communication: *Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.*

K-2

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.

Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

K-2

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.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:	Essential Questions:
I can express who my immediate family members and pets are in the target language.	How can I describe my family in Spanish?
I can identify extended family members.	What are the similarities and differences between my family's configuration, norms, and traditions and those of families in various cultures in the Spanish-speaking world?
I can recognize family members who are characters in stories and fairy tales.	Can I make connections with family member characters in fairy tales?
I can learn how my family and families in my culture compare in size, makeup, and traditions to families from various countries and indigenous populations in Spanish-speaking cultures.	Do our pets speak differently in Spanish and English?

Assessment Evidence

Performance Tasks:

Identify family members in songs and stories.

Use family member puppets to re-enact folk tales.

Draw their family trees and ask and answer questions in Spanish about which family members they are and their names.

Draw the fairy tale The Three Little Pigs and discuss the different types of houses. Compare and contrast with houses and families in Encanto and Coco.

Other Evidence:

Paired, group and class conversations using family member puppets

Total Physical Response

Class vocabulary games such as Flyswatter, Headbandz, four corners, seven up

Identifying family members and playing bubbles and matching games on the Risas y Sonrisas site

Quizizz and Kahoot individual and class reviews

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Learn family member vocabulary through visuals of family trees, Total Physical Response using Sign Language for immediate family members and pets, songs, and puppets.
- Sing and act out the Baby Shark song in Spanish.
- Class and individual practice and games on Risas y Sonrisas site.
- Read fairy and folktales such as The Three Little Pigs, The Three Billy Goats' Gruff, Juan Bobo, Little Red Riding Hood.
- Learn and practice family members and other basic, relevant vocabulary in the above fairy and folktales then create puppets and act out the stories as a class and in pairs.
- Ask and answer basic questions as a class then in pairs about the above tales as well as draw and retell the stories.
- Sing Super Simple's I Have a Pet. Use "tener" (to have) in pairs and the whole class to state family members and pets the students have as well as what age they have. Compare and contrast the sounds each pet makes in English and Spanish.
- Use "gustar" and cognates to state what family members/pets like to play and what they don't like.
- Play Who's Missing? with family member puppets or pictures.
- View and discuss the colors and houses of Colombia.

Resources:

- The Barking Mouse, a Cuban folktale
- Goldilocks and the Three Bears storybook, puppets and PBS video
- Johanna's family song (may need to be clicked twice as it's a link with no ads)
- Baby Shark in Sign Language. Baby Shark in Spanish.
- Spanish games. net
- YouTube Channels with Spanish Fairy Tales:
  Spanish Fairy Tales
  Kidsioske Fairy tale
  The Fable Cottage

Interdisciplinary Connections

Indicators:
ELA / WL Alignment
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI)Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA
Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf
 Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Through SEL, students can take personal ownership and responsibility for their learning and decisions.

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness
- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management
- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness
- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making
- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills
- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

*Adopted by the New Jersey State Board of Education in August 2017

Indicators:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
Focus on standards 9.1, 9.2 and 9.4
For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
• Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)

Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgments and decisions by analyzing evidence, claims, and points of view, then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem-solving involves generating and executing a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity, and animation.
- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on creating and communicating knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency required to function in various occupations and careers in the contemporary workplace.

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Unit Modifications for Special Population Students	
Advanced Learners	Gifted and Talented Resources ● Introduce and practice more complex words and phrases. ● Explore cultural topics in greater detail and share findings. ● Let them help teach certain language aspects to peers. ● Offer tasks with varying difficulty levels. ● Use advanced language games that require higher-level thinking. ● Use audio clips or videos with more complex language.
Struggling Learners	● Use shorter, simpler texts with clear, basic vocabulary. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Break down tasks and instructions into smaller, manageable steps. ● Allow additional time for completing assignments and assessments. ● Regularly check in to monitor progress and offer additional support as needed. ● Pair them with more advanced peers for help and collaboration. ● Provide students with a list of specific words and phrases you want them to know. ● Use of TPRS. ● Offer frequent positive reinforcement to build confidence and motivation.
Multilingual Learners	ML Resources ● Provide instructions and explanations using simple, clear language. ● Offer bilingual dictionaries or translation tools to help with new vocabulary. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Repeat key concepts frequently and provide plenty of practice opportunities. ● Use sentence starters or frames to help with speaking and writing. ● Explain cultural references and contexts clearly to aid comprehension. ● Give shorter, more manageable instructions and break tasks into smaller parts. ● Regularly check in to assess understanding and provide additional support. ● Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc., and their definitions and how they differ from the material in the textbook. ● Use charts, maps, and diagrams to organize information visually. ● Use of TPRS. ● Offer frequent positive reinforcement to build confidence and motivation.
Special Needs Learners	Special Education Resources ● Use simplified texts or adapted materials that match their reading level. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Allow extra time for tasks and provide breaks as needed to reduce fatigue and frustration. ● Tailor instruction to meet individual needs, using one-on-one or small group settings when necessary. ● Utilize technology such as text-to-speech software, speech recognition tools, or communication devices to support learning. ● Give clear, step-by-step instructions and check for understanding frequently ● Use alternative assessment methods, such as oral presentations or project-based assessments, to accommodate different abilities. ● Establish and maintain consistent routines to help students feel secure and understand expectations. ● Break down tasks and instructions into smaller, manageable steps. ● Use all modifications outlined in the IEP ● Allow for creative spelling ● Incorporate auditory, visual, and kinesthetic learning activities to engage multiple senses.

Unit 2: Going to the Doctor

Unit Description: This unit provides a scaffolding of the body parts units in kindergarten and first grade, reviewing and building upon prior learning and knowledge. New concepts of body parts needing medical attention as well as expressing various states of being and feeling are explored.

Unit Duration: ⅓ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication
In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

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The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

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Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

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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.

Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

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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.

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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.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:	Essential Questions:
I can use mindfulness concepts of body parts/breath as an anchor.	How can I use breath and body parts to stay mindful in the present moment in Spanish?
I can recognize and identify various body parts in Spanish.	How can I add more details in conversations around body parts to move up on the proficiency scale?
I can describe to the doctor what is ailing me.	
I can go beyond brief responses to the question of how I am doing and communicate more detailed feelings and emotions.	How can I explain how I am feeling both physically using body part vocabulary as well as emotionally using feeling and affective vocabulary?
	How can I apply what I learn in health to stay safe and healthy in Spanish?

Assessment Evidence

Performance Tasks:

Communicative activity asking and answering what hurts in the target language.

Singing and acting out Me duele la cabeza (my head hurts).

Use "tener" (to have) to dictate body part monsters to be drawn by a partner with various numbers of each body part.

Interpersonal conversations which express states of being and incorporate various emotions.

Other Evidence:

Total Physical Response (TPR)

Total Physical Response Storytelling (TPRS)

Reading, watching, and acting out Tres Ojos (Three Eyes) and other fairy tales involving body parts.

Drawing and re-telling the TPRS stories and the folk tales.

Drawing and labeling colors and body parts of a character from the stories.

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Ask memorized questions: What hurts? How do you feel?
- Respond using me duele _____ and Estoy_____
- Play class games of body part bingo, and play Oh no, Poor Joe! in pairs
- Read and act out Eric Carle's book From Head to Feet
- Body parts brain breaks and movement videos
- Listen to and act out a body part song about calling the doctor for what hurts from Sing, Dance, Laugh, and Eat Tacos 2 Me duele la cabeza.
- Play Match and Which One? on Panda Tree
- Practice family and feelings vocabulary and play games on the Risas y Sonrisas site.
- Combine body parts hurting and feelings by describing how you feel when you have to go to the doctor.

Resources:

- Body part movement songs:
- These are links without ads; you may need to click again if it says video unavailable at first.
    - Head, shoulders, knees and toes / Head, Face, Shoulders, Feet / Todo mi cuerpo / Go Noodle Merequete
- Basho and Friends' Body parts song
- Practice with the Ballerina. Click on the English words to hear the Spanish.

Interdisciplinary Connections

Indicators:
ELA / WL Alignment
Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf
Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf
Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
Civics, Government and Human Rights (Civics) • Civic and Political Institutions (PI) • Participation and Deliberation (PD) • Democratic Principles (DP) • Processes, Rules and Laws (PR) • Human and Civil Rights (HR) • Civic Mindedness (CM) Geography, People and the Environment (Geo) • Spatial Views of the World (SV) • Human Population Patterns (PP) • Human Environment Interaction (HE) • Global Interconnections (GI)Economics, Innovation and Technology (Econ) • Economic Ways of Thinking (ET) • Exchanges and Markets (EM) • National Economy (NE) • Global Economy (GE) History, Culture and Perspectives (History) • Continuity and Change (CC) • Understanding Perspectives (UP) • Historical Sourcing and Evidence (SE) • Claims and Argumentation (CA
Visual and Performing Arts: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf

Standards in Action: Climate Change By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. World Language teachers include SEL practices in everyday learning to include the state competencies and sub-competencies. Through SEL, students can take personal ownership and responsibility for their learning and decisions.

New Jersey Social and Emotional Learning Competencies and Sub-Competencies

Self-Awareness	Self-Management	Social Awareness	Responsible Decision-Making	Relationship Skills
• Recognize one's feelings and thoughts	• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors	• Recognize and identify the thoughts, feelings, and perspectives of others	• Develop, implement, and model effective problem-solving and critical thinking skills	• Establish and maintain healthy relationships
• Recognize the impact of one's feelings and thoughts on one's own behavior	• Recognize the skills needed to establish and achieve personal and educational goals	• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds	• Identify the consequences associated with one's actions in order to make constructive choices	• Utilize positive communication and social skills to interact effectively with others
• Recognize one's personal traits, strengths, and limitations	• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	• Demonstrate an understanding of the need for mutual respect when viewpoints differ	• Evaluate personal, ethical, safety, and civic impact of decisions	• Identify ways to resist inappropriate social pressure
• Recognize the importance of self-confidence in handling daily tasks and challenges		• Demonstrate an awareness of the expectations for social interactions in a variety of settings		• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
				• Identify who, when, where, or how to seek help for oneself or others when needed

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Integration of 21st Century Skills

Indicators:
https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf
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For NJSLS-CLKS, abbreviated forms of the disciplinary concepts are included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:
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Critical Thinking and Problem-solving Critical thinking involves the ability to use various types of reasoning as appropriate to the situation. Essential to critical thinking is systems thinking, which analyzes how parts of a whole interact together to produce outcomes. Critical thinking also includes making judgments and decisions by analyzing evidence, claims, and points of view, then communicating the interpretation of both the information and conclusions based on the best analysis. In tandem with critical thinking, problem-solving involves generating and executing a solution to a problem. Problem solving occurs through one's use of initiative and flexibility to use trial and error to solve a problem until a successful solution is found.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
Critical thinkers must first identify a problem then develop a plan to address it in order to effectively solve a problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	Multiple solutions exist to solve a problem. • An essential aspect of problem-solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Global and Cultural Awareness To possess cultural and global awareness is to fully understand that individuals are composed of complex cultural backgrounds, which are influenced by a multitude of factors. Armed with this crucial understanding, individuals can then better learn and work collaboratively with people from diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue, whether in a personal, work, or community-based context. Such an awareness also stresses the importance of recognizing and understanding the rich histories and multitude of languages of other nations and cultures.

Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Technology

- In order to make students from a target language culture feel more welcome in the school, students learn to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions and incorporate them into their daily routines.
- Digital Tools in the context of a world languages class include applications and software that aid in communication. Some examples include video conferencing, texting, voicethread, and IMing.
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World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on creating and communicating knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

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- Communicates in more than one language with the levels of language proficiency required to function in various occupations and careers in the contemporary workplace.

- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.

- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Unit Modifications for Special Population Students	
Advanced Learners	Gifted and Talented Resources ● Introduce and practice more complex words and phrases. ● Explore cultural topics in greater detail and share findings. ● Let them help teach certain language aspects to peers. ● Offer tasks with varying difficulty levels. ● Use advanced language games that require higher-level thinking. ● Use audio clips or videos with more complex language.
Struggling Learners	● Use shorter, simpler texts with clear, basic vocabulary. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Break down tasks and instructions into smaller, manageable steps. ● Allow additional time for completing assignments and assessments. ● Regularly check in to monitor progress and offer additional support as needed. ● Pair them with more advanced peers for help and collaboration. ● Provide students with a list of specific words and phrases you want them to know. ● Use of TPRS. ● Offer frequent positive reinforcement to build confidence and motivation.
Multilingual Learners	ML Resources ● Provide instructions and explanations using simple, clear language. ● Offer bilingual dictionaries or translation tools to help with new vocabulary. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Repeat key concepts frequently and provide plenty of practice opportunities. ● Use sentence starters or frames to help with speaking and writing. ● Explain cultural references and contexts clearly to aid comprehension. ● Give shorter, more manageable instructions and break tasks into smaller parts. ● Regularly check in to assess understanding and provide additional support. ● Have the students/native speakers in the class; provide different colloquialisms as to greetings, classroom objects, etc., and their definitions and how they differ from the material in the textbook. ● Use charts, maps, and diagrams to organize information visually. ● Use of TPRS. ● Offer frequent positive reinforcement to build confidence and motivation.
Special Needs Learners	Special Education Resources ● Use simplified texts or adapted materials that match their reading level. ● Incorporate visual aids, such as pictures, diagrams, and charts to support understanding. ● Allow extra time for tasks and provide breaks as needed to reduce fatigue and frustration. ● Tailor instruction to meet individual needs, using one-on-one or small group settings when necessary. ● Utilize technology such as text-to-speech software, speech recognition tools, or communication devices to support learning. ● Give clear, step-by-step instructions and check for understanding frequently ● Use alternative assessment methods, such as oral presentations or project-based assessments, to accommodate different abilities. ● Establish and maintain consistent routines to help students feel secure and understand expectations. ● Break down tasks and instructions into smaller, manageable steps. ● Use all modifications outlined in the IEP ● Allow for creative spelling ● Incorporate auditory, visual, and kinesthetic learning activities to engage multiple senses.

Unit 3: My Year

Unit Description: This unit outlines a full year's life experience by comparing and contrasting weather, seasons, holidays and other important monthly events as well as the physical calendar in students' cultures and cultures of Spanish speaking countries.

Unit Duration: ⅓ of a marking period / ~ 6 lessons

Modes of Communication

Interpretive Mode of Communication
In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Interpersonal Mode of Communication
In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication
In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.
The modes of communication are explicated by core ideas and performance expectations — describing what students can do with the language they are learning at the targeted proficiency level.

Instructional Approach

At this level, teachers employ a natural approach to second language acquisition, emphasizing the development of all language domains while particularly focusing on communicative proficiency and oral expression. Typical instructional practices in the K-5 language classroom include singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. Additionally, students are introduced to basic vocabulary and grammatical structures integrated within content. This curriculum fosters authentic and meaningful educational experiences while enabling teachers to seamlessly integrate content from various subject areas, thereby promoting linguistic and cultural awareness on a daily basis.

Desired Results - Proficiency Goals

K-2

Novice Low: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.

NJ World Language Student Learning Standards

Interpretive Mode of Communication: *Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

K-2

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.

Interpersonal Mode of Communication: *Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.*

K-2

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.

Presentational Mode of Communication: *Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

K-2

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.

Intercultural Statements

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

Understandings:	Essential Questions:
I can recognize that in many parts of the world, the calendar starts on a different day than in the U.S.	How can I compare and contrast the calendar in my country to that of Spanish-speaking countries?
I know that seasons may have different names and take place during different months in other parts of the world.	When do various holidays fall in Spanish-speaking countries?
I know the names of Spanish days, as well as English days, have specific references and meanings.	Are there different holidays celebrated in Spanish-speaking countries compared to my country?
I can identify weather and months within seasons.	What are the seasons in Spanish-speaking countries and how do they differ from the seasons where I live?

Assessment Evidence

Performance Tasks:	Other Evidence:
Counting to 31 for the days of the month	Explaining differences in the calendar structure; such as the day of the week they begin and end on, capitalization differences, etc.
Match months to holidays	
Read in small groups, pairs and independently The Very Hungry Caterpillar, identifying the days and foods.	Recognizing patterns in counting to 31
	Total Physical Response for weather
Match the days to the foods with drawings from the Very Hungry Caterpillar.	Teachers pay teachers free [Months/seasons](#) of interpersonal activity.
Draw the story and retell the story through drawings.	

Benchmarks: Unit Review Assessment

Learning Plan

All activities are immersive, hands-on experiences where students explore Spanish culture and language through interactive and engaging lessons. From mastering basic vocabulary terms like greetings and colors to practicing conversational skills through role-play and dialogues. The activities include academic games like language bingo, songs, puppets, interviews, TPR, videos, drawings, crafts, storytelling sessions, and more.

Suggested Learning Activities:

- Read aloud the Very Hungry Caterpillar
- Discuss singular, plural, number and gender in relation to the pictures.
- Race to line up the days in order according to the Spanish-speaking world's calendar and then the months.
- Play a calendar board game similar to chutes and ladders.
- Play a matching game with months and seasons and one with weather and seasons.
- Identify the days of the week in stories, such as The Very Hungry Caterpillar
- Play day and month bingo
- Sing the months to the tune of La Cucaracha and end with cha, cha, cha after diciembre.
- Play Matching and Which one? (on panda tree for days, months, weather and seasons)
- Sing songs about the days, months, seasons and weather

Resources:

- The Very Hungry Caterpillar resources:
  - https://www.slideshare.net/fran12ces/la-pequea-oruga-glotona-11980728
  - https://www.youtube.com/watch?v=g11vCMejbD4
  - https://www.teacherspayteachers.com/Product/Oruga-Hambrienta-Quien-tiene-Activity-2455322
  - https://www.teacherspayteachers.com/Product/Spanish-cut-paste-color-activity-for-La-Oruga-Muy-Hambrienta-1809238
  - https://spanishmama.com/the-very-hungry-caterpillar-in-spanish/
  - https://www.pinterest.com/pin/3659243423091877/?lp=true
  - https://www.pinterest.com/pin/219198706838001561/?lp=true
  - https://www.pinterest.com/pin/443182419557998148/?lp=true
  - https://www.youtube.com/watch?v=HgMvDQCR-E8
  - https://vimeo.com/179769286
- Click twice if it says unavailable; these links are without ads:
  - Siempre Spanish's days of the week
  - Calico's days of the week
  - Learn Fiestikids' days
  - Fiestikid's months
  - Calico's months
  - Basho and Friends' days/months
  - Mindy Marissa's months song
  - Little Castle weather and What's the Weather?
  - Learn the Four Seasons and Las estaciones.
  - Read this beautiful It's Spring book.
  - Learn the Fiestikids Seasons.
  - Sing Basho and Friends' weather/seasons
  - Rockalingua's winter weather song, spring weather song, autumn weather song, another winter weather song

Interdisciplinary Connections

Indicators:

ELA / WL Alignment

Comprehensive & Physical Education: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf

Science: https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf

Social Studies: https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf

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