

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## World Language Curriculum Spanish Grades 3-5

Adopted: December 19, 2023

## Overview

The K-5 World Languages program provides students with exposure to Spanish. Each year, all students will have the opportunity to learn Spanish. At this level, teachers follow a natural approach to second language acquisition, prioritizing the development of communicative proficiency and oral production. The classroom environment encourages active participation through singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. The focus is on fostering effective communication.

Basic vocabulary and grammatical structures are introduced through content-based teaching. This approach enables the creation of authentic and meaningful educational experiences for students. Additionally, it allows teachers to integrate content from various subject areas while incorporating linguistic and cultural awareness into daily instruction. By employing these practices, the K-5 World Languages program offers a well-rounded language learning experience that lays a strong foundation for future language studies.

**Unit Title: 1**

**Grade Level: 3-5**

**Timeframe: 10 weeks**

**Guiding Questions**

- What are some common greetings? (formal/informal)
- What are some common farewells? (formal/informal)
- What's your name?
- How do you introduce yourself?
- How are you? (Feeling-emotions)
- How do you greet people during different times of the day?
- Where is Spanish spoken?
- What is Hispanic Heritage Month?

**Standards**

**Proficiency Level: Novice low**

**Topic:** Family and community. (All about me)

**Modes of Communication/Core Ideas (WWBAT)**

Interpretive:

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:

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

Interpersonal:

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

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

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

#### *Presentational:*

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.

WWBAT communicate in the target language.

WWBAT present information on a basic preferences and/or feelings to an audience of listeners

#### **Intercultural Statements (WWBAT)**

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

WWBAT greet and take leave in a target culture.

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

WWBAT greet others and introduce myself.

WWBAT express likes and dislikes.

WWBAT ask /respond to questions relating feeling

WWBAT state the times of day.

WWBAT present information and answer questions about Spanish speaking countries

WWBAT use WH questions to gather data about Spanish speaking countries and Hispanic Heritage.

**Career Readiness, Life Literacies, Key Skills Standards:**

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

**Social-Emotional Learning Competencies:**

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

**Instructional Plan**

Students will begin the Unit review of some greetings from the previous year. Teacher will use different interactive activities such as Blooker, quizziz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and

speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
<p><b>WALT</b> greet each other according to the time of the day.</p>	<ul style="list-style-type: none"> <li>● Pair &amp; Share.</li> <li>● Q&amp;A.</li> <li>● Request clarification.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Oral Response</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a dialogue using times of the day, greetings, and farewells.</li> </ul> <p><b>Songs &amp; Links:</b>            Buenos Días Song  <u>Learn Spanish Greetings - Hola Amigo - with BASHO &amp; FRIENDS - YouTube</u>   <u>Greeting/farewell video.</u>  <u>Spanish Greetings Lesson 1 - Spanish Wizards - YouTube</u>  <u>Basic Greetings in Spanish: Greeting Others and Introducing Yourself - YouTube</u></p>	<ul style="list-style-type: none"> <li>● Additional processing time</li> <li>● Require words instead of sentences.</li> <li>● Ample use of visuals</li> <li>● Use of manipulatives</li> </ul>
<p><b>WALT</b> ask others for their name and share their own name.</p>	<ul style="list-style-type: none"> <li>● Role play.</li> <li>● Charades.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a role play introducing themselves to others telling who they are, their names, and their heritage in the target language.</li> <li>● Students will practice vocabulary related to how to introduce themselves,</li> </ul>	<ul style="list-style-type: none"> <li>● Preferential seating</li> <li>● Repeating/simplifying of directions.</li> <li>● Practice time</li> <li>● Shorten task.</li> </ul>

			<p>greetings/farewells, and emotions.</p> <p><b>Songs &amp; Links:</b>  ¿Cómo te llamas? <a href="#">Learn Spanish - Learn How to Introduce Yourself in Spanish - YouTube</a></p>	
<p><b>WALT</b> express how they are feeling.</p>	<ul style="list-style-type: none"> <li>• Use visual support and background knowledge.</li> <li>• Total Physical Response (TPR).</li> </ul>	<ul style="list-style-type: none"> <li>• Listening comprehension.</li> <li>• Verbal assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will play a game of Guess Who using feelings and emotions vocabulary.</li> </ul> <p><b>Songs &amp; Links:</b>  ¿Cómo estas?  Emotions in Spanish. ¿Cómo Estas? ~ Level 1   Mi Camino Spanish™ - YouTube</p> <ul style="list-style-type: none"> <li>• Teacher-created resources.</li> <li>• Culturally authentic documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear visual, verbal, and demonstrative modeling</li> <li>• Kinesthetic activities</li> <li>• Frequent repetition.</li> </ul>
<p><b>WALT</b> identify Spanish Speaking countries related to Hispanic Heritage</p>	<ul style="list-style-type: none"> <li>• Repeat.</li> <li>• Restate.</li> <li>• Pair &amp; Share.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal assessment.</li> <li>• Oral Response</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify and recognize Spanish speaking countries and understand why Hispanic Heritage month is celebrated between Sep 15 and Oc 15 each year.</li> </ul> <p><b>Songs &amp; Links:</b>  Hispanic Heritage Month   Be Inspired   Disney Channel  <a href="https://www.youtube.com/watch?v=ZqwAN60b8GY">https://www.youtube.com/watch?v=ZqwAN60b8GY</a>  <b>Maps game:</b>  <a href="https://www.onlinefreespanish.com">https://www.onlinefreespanish.com</a></p>	<ul style="list-style-type: none"> <li>• Clear visual, verbal, and demonstrative modeling.</li> <li>• Use of visuals and maps.</li> </ul>

			<a href="/aplica/lessons/spanish/Map/spanishhmap4.htm">/aplica/lessons/spanish/Map/spanishhmap4.htm</a>	
<b>Common Formative Assessment:</b> Listening comprehension and verbal assessment.				
Open-ended responses.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
<b>Summative Assessments</b>				
Quiz, listening and speaking activities, final project: Me presento.				
Common Greetings and Farewells:				
Interactive Dialogues: Pair or group students and have them create short dialogues incorporating common greetings and farewells. This activity not only assesses their vocabulary but also evaluates their ability to use appropriate expressions in different contexts.				
Role-Play Scenarios: Provide students with various scenarios and ask them to perform role-plays, utilizing both formal and informal greetings and farewells. This can include workplace settings, casual encounters, or social events.				
Introducing Yourself:				
Self-Introduction Videos: Ask students to create short video clips introducing themselves in the target language. This allows assessment of pronunciation, vocabulary use, and overall communication skills.				
Peer Interviews: Encourage students to interview each other in pairs, taking turns asking and answering questions about their names, interests, and backgrounds. This not only assesses individual performance but also promotes peer interaction.				
Expressing Emotions:				
Emotion Vocabulary Quiz: Provide a list of emotions in the target language and ask students to match each emotion with its corresponding expression. This assesses their comprehension of emotion-related vocabulary.				
Role-Playing Feelings: Assign different emotions to students and have them act out scenarios where they express these emotions. This helps evaluate their ability to convey feelings authentically.				
<b>Interdisciplinary Connections</b>				



- Library and Social Studies: Hispanic Heritage Month celebration.



**Unit Title: 2**  
**Grade Level: 3-5**  
**Timeframe: 8 weeks**

**Essential Questions**

- How do I count in Spanish?
- How do I tell how old I am?
- How to tell time in Spanish?
- How to ask for the time?
- What are some daily routines?
- What are the days of the week?
- What are some school routines?
- What are some basic subjects?

**Standards**

**Proficiency Level: Novice low**

**Topic:** Numbers and daily routines.

**Modes of Communication/Core Ideas (WWBAT)**

Interpretive:

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:

7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

Interpersonal:

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.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

*Presentation:*

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.

WWBAT communicate in the target language.

WWBAT present information on a basic preferences and/or feelings to an audience of listeners

**Intercultural Statements (WWBAT)**

WWBAT recognize and identify numbers 0-100.

WWBAT recognize time..

WWBAT tell time and ask for the time.

WWBAT ask about your daily routine.

WWBAT state the day of the week.

WWBAT present my daily routine.

**Career Readiness, Life Literacies, Key Skills Standards:**

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Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

**Social-Emotional Learning Competencies:**

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

**Instructional Plan**

Students will begin the Unit review of some numbers and days of the week from the previous year. Teacher will use different interactive activities such as Booklet, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

**SLO – WALT**  
We are learning to/that

**Student Learning Strategies**

**Formative Assessment**

**Activities and Resources**

**Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)**

See link for additional modifications

<p><b>WALT</b> count and identify numbers out of sequence in Spanish.</p> <p>3rd- Numbers 1-50  4th- Numbers 1-80  5th- Numbers 1-100 with time</p>	<ul style="list-style-type: none"> <li>● Pair &amp; Share.</li> <li>● Role Play</li> <li>● Hand gestures</li> <li>● Computer generated learning games</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Physical Response</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will play games to identify the numbers in Spanish.</li> <li>● Students will watch culturally authentic video clips and songs with numbers.</li> <li>● Students will pair and share their age.</li> <li>● Students will practice computer generated games such as <a href="http://onlinefreespanish.com">onlinefreespanish.com</a> to identify numbers out of sequence.</li> <li>● Students will recognize how to tell time in Spanish.</li> <li>● Students will draw hands on a clock according to time given.</li> <li>● Students will play Bingo with Telling the time topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional processing time</li> <li>● Cues and prompts</li> <li>● Embedded choices</li> <li>● Practice time</li> <li>● Shorten task</li> <li>● Provide choices</li> <li>● Provide visuals</li> <li>● Breaking down assignments</li> <li>● Learning centers</li> </ul>
<p><b>WALT</b> describe daily routines and school schedules using days of the week.</p> <p>3th- Days of the week. Basic routines. (four activities)</p> <p>4th Days of the week. Daily routines. (eight activities)</p>	<ul style="list-style-type: none"> <li>● Computer generated selection games.</li> <li>● TPR (Total Physical Response)</li> <li>● Use visual support and background knowledge.</li> <li>● Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will practice daily routine vocabulary</li> <li>● Students will watch culturally authentic video clips and songs related to the colors.</li> <li>● Students will describe their school routine.</li> <li>● Students will play board type games and the teacher created resource games using the daily routines.</li> <li>● Students will describe their daily routine including the time and subject they take during</li> </ul>	<ul style="list-style-type: none"> <li>● Allowance for individual student interests</li> <li>● Allowance for students to make independent plans for independent learning</li> <li>● Variety in types of authentic resources</li> <li>● Allow time with like-intellectual peers</li> <li>● Use open-ended questioning strategies</li> </ul>

<p>5th Days of the week including school subjects. Daily routines. (twelve activities)</p>	<ul style="list-style-type: none"> <li>● Restate.</li> <li>● Pair &amp; Share</li> </ul>		weekdays.	
<p><b>Common Formative Assessment:</b> Role play, gestures and expressions to express age, count numbers, tell time and say their daily routine with favorite subject.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Role play.</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>
<p><b>Summative Assessments</b></p>				
<p>listening and speaking activities</p>				
<p>Counting in Spanish:</p>				
<p>Number Bingo: Create Bingo cards with numbers in Spanish. Call out numbers in Spanish, and students mark the corresponding numbers on their cards. This assesses their ability to recognize and understand Spanish numbers.</p>				
<p>Counting Rhymes: Have students create rhymes or songs that incorporate counting in Spanish. This not only assesses their knowledge but also engages their creativity.</p>				
<p>Telling Your Age:</p>				
<p>Birthday Interviews: Pair students and have them interview each other about their birthdays and ages in Spanish. This activity assesses their ability to ask and answer questions about age while promoting interpersonal communication.</p>				
<p>Age Timeline: Ask students to create a timeline displaying ages at different points in life. This visual representation assesses their understanding of expressing age in Spanish and encourages creative presentation skills.</p>				
<p>Telling Time in Spanish:</p>				

**Clock Craft:** Provide students with blank clock templates and ask them to illustrate different times in Spanish. This visual representation assesses their ability to tell time in Spanish.

**Time-Telling Dialogue:** Pair students and have them create dialogues where they ask and answer about different times of the day in Spanish. This assesses their conversational skills and understanding of time-related vocabulary.

**Asking for the Time:**

**Role-Play Skits:** Assign scenarios where students must ask for the time in different contexts (e.g., at school, during a social event). This assesses their ability to apply language skills in practical situations.

**Time Inquiry Project:** Task students with creating a survey to ask classmates about their daily schedules and preferred times for various activities. This not only assesses their language skills but also involves data collection and interpretation.

**Daily Routines:**

**Storyboard Creation:** Have students create storyboards illustrating their daily routines in Spanish. This visual representation assesses their ability to describe daily activities.

**Daily Routine Journal:** Ask students to maintain a daily routine journal in Spanish for a week. This ongoing assessment allows you to monitor their consistency in using language structures related to daily activities.

### **Interdisciplinary Connections**

**Math:** Numbers and tell time.

**Counting in Spanish:**

**Math and Spanish Bingo:** Create Bingo cards with math problems that involve Spanish numbers. Students solve the problems and mark the corresponding numbers on their cards. This integrates language and math skills in an engaging game.

**Spanish Number Patterns:** In a math class, students can explore number patterns using Spanish numbers. They create visual representations of patterns and present their findings in Spanish, combining math and language skills.

**Telling Your Age:**



**Historical Figures Biography:** In a history class, students can research a historical figure and present a biography in Spanish, including details about the person's age at significant events. This integrates language skills with historical knowledge.

**Artistic Timeline:** In an art class, students create a visual timeline of their lives, including key events and ages, reinforcing language skills while engaging in artistic expression.

**Telling Time in Spanish:**

**Math and Time Word Problems:** Collaborate with a math class to create word problems involving telling time in Spanish. Students solve these problems, applying both math and language skills.

**Science Clocks:** In a science class, students can create clocks with different time zones, relating time differences to geography and integrating language and science concepts.

**Daily Routines:**

**Language and Physical Education Journal:** Collaborate with a physical education class for a project where students maintain a journal in Spanish describing their daily physical activities, integrating language learning with health and wellness concepts.

**Visual Arts and Routine Posters:** In an art class, students can create posters illustrating their daily routines, integrating language skills with visual arts.



**Unit Title: 3**  
**Grade Level: 3-5**  
**Timeframe: 10 weeks**

**Guiding Questions**

- How do I name some food in Spanish?
- How do I communicate my likes and dislikes of fruits in Spanish?
- What do you eat for breakfast, lunch and dinner?
- Which is your favorite meal?
- Which fruits and vegetables do you include in your meals?
- Which proteins and grains do you eat daily?
- Which restaurants do you like to visit?
- Do you have a balanced diet?

**Proficiency Level: Novice low**

**Topic: Food.**

**Modes of Communication/Core Ideas (WWBAT)**

Interpretive:

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- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT Interpret meaning from reading and written materials.

Interpersonal:

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.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences related to food..

WWBAT imitate authentic gestures.

*Presentational:*

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.

WWBAT communicate in the target language.

WWBAT present information on a basic food preferences to an audience of listeners

**Intercultural Statements (WWBAT)**

WWBAT recognize and identify the names of a few typical products related to food in the target culture and in the learners' own culture.

WWBAT Describe likes and dislikes in a target culture related to food.

WWBAT recognize and identify some food words of the target culture.

**Career Readiness, Life Literacies, Key Skills Standards:**

● **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

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**Instructional Plan**

Students will begin the Unit review of some food from the previous year. Teacher will use different interactive activities such as Blooket, quizizz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
WALT name foods in Spanish.	<ul style="list-style-type: none"> <li>● Charades</li> <li>● Q &amp; A</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will watch some food vocabulary videos about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional processing time.</li> </ul>

<p>3rd - main fruits and culturally unique fruits. 4th - main vegetables. 5th - food groups.</p>	<ul style="list-style-type: none"> <li>● Pair &amp; Share</li> <li>● Computer generated learning games</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal assessment.</li> <li>● Physical Response</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will practice naming food out loud</li> <li>● Students will watch culturally authentic video clips and songs with food.</li> <li>● Students will practice computer generated games such as <a href="http://www.spanish-games.net">www.spanish-games.net</a> to identify food.</li> <li>● Students will prepare a fruit salad (real or game) using fruit Manipulatives.</li> </ul>	<ul style="list-style-type: none"> <li>● Shorter sentences or easier phrases to remember.</li> <li>● Ample use of visuals</li> <li>● Use of manipulatives</li> <li>● Use of kinesthetic activities</li> </ul>
<p><b>WALT</b> describe what they eat daily and compare it to other Hispanic countries' traditions.</p>	<ul style="list-style-type: none"> <li>● Pair and Share.</li> <li>● Computer generated food identification games.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension</li> <li>● Verbal assessment.</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will talk about healthy habits.</li> <li>● Students will watch culturally authentic video clips and songs related to Hispanic food.</li> <li>● Students will describe a typical meal.</li> <li>● Students will role play ordering food in a restaurant.</li> <li>● Students will play games such as <a href="http://www.digitaldialects.com">www.digitaldialects.com</a> and other teacher created resources related to food.</li> </ul>	<ul style="list-style-type: none"> <li>● Show images with the example</li> <li>● Repeating/simplifying of directions.</li> <li>● Practice time</li> <li>● Shorten task.</li> </ul>

<p><b>WALT</b> express likes and dislikes related to food and restaurants.</p> <p>3rd - main fruits and culturally unique fruits.</p> <p>4th - main vegetables.</p> <p>5th - food groups.</p>	<ul style="list-style-type: none"> <li>● Pair and Share.</li> <li>● Computer generated fruit identification games.</li> <li>● Charades.</li> <li>● TPR (Total Physical Response)</li> <li>● Use visual support and background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Physical Response</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will pair and share their likes and dislikes of food.</li> <li>● Students will practice food vocabulary through interactive games.</li> <li>● Students will play computer generated games such as <a href="http://www.purposegames.com">www.purposegames.com</a></li> <li>● Students will interview their classmates asking which food they like the most.</li> <li>● Students will practice food names of common vegetables, fruits, grains, proteins, and dairy items.</li> </ul>	<ul style="list-style-type: none"> <li>● Clear visual, verbal and demonstrative modeling.</li> <li>● Kinesthetic Activities.</li> <li>● Frequent Repetition.</li> <li>● Group students by ability and characteristics.</li> </ul>
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**Common Formative Assessment:** Role play, gestures and expressions to talk about food and healthy habits.

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
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**Summative Assessments**

listening and speaking activities

Naming Food in Spanish:

Culinary Showcase: Organize a "Culinary Showcase" event where students prepare and present a dish of their choice entirely in Spanish. They must describe the ingredients, preparation process, and the final dish, showcasing their ability to name and discuss food items in the target language.

Menu Creation Project: Have students create a Spanish-language menu for a restaurant, including names of dishes, descriptions, and prices. This project assesses their ability to name and categorize food items, as well as their creativity in designing a menu.

Communicating Likes and Dislikes of Fruits:

<p><b>Fruit Tasting Presentation:</b> Students prepare short presentations discussing their likes and dislikes of different fruits in Spanish. They can include information about taste, texture, and nutritional value, demonstrating their ability to express preferences and opinions.</p> <p><b>Interactive Survey:</b> Students conduct a survey in the class, asking their peers about their favorite fruits and reasons for liking or disliking them. This assesses their conversational skills and ability to communicate preferences in Spanish.</p> <p><b>Describing Meals:</b></p> <p><b>Digital Cookbook Project:</b> Assign students to create a digital cookbook where they describe typical Spanish meals for breakfast, lunch, and dinner. This project integrates technology skills with language learning and assesses their ability to describe food and meals.</p> <p><b>Culinary Interview:</b> Conduct a role-play activity where students interview each other about their daily meals in Spanish. This assesses their conversational skills and proficiency in describing meals.</p> <p><b>Expressing Favorite Meals:</b></p> <p><b>Favorite Meal Presentation:</b> Students create a presentation discussing their favorite meal, including details about the dish, its preparation, and why it's their favorite. This assesses their ability to express personal preferences and provide detailed information.</p> <p><b>Creative Writing Assignment:</b> Ask students to write a short story or paragraph in Spanish where they describe a fictional favorite meal. This assesses their creative writing skills while incorporating vocabulary related to food.</p> <p><b>Inclusion of Fruits and Vegetables:</b></p> <p><b>Healthy Eating Poster:</b> Students create posters promoting healthy eating habits in Spanish. They include information about the importance of fruits and vegetables in a balanced diet, showcasing their ability to express ideas related to nutrition.</p> <p><b>Cooking Show Script:</b> In pairs or small groups, students develop a script for a cooking show in Spanish. They must incorporate a variety of fruits and vegetables into their recipes and discuss the nutritional benefits</p>
<b>Interdisciplinary Connections</b>
<p><b>Health:</b> Healthy habits.</p> <p><b>Culinary Exploration:</b></p>



**Math Cookbook Project:** Collaborate with a math class to create a cookbook project. Students must calculate ingredient measurements, serving sizes, and costs while describing each dish in Spanish. This integrates language learning with math skills.

**Science of Cooking Fair:** Host a "Science of Cooking Fair" where students present and explain the chemical reactions that occur during cooking. They must describe the dishes and their scientific processes in Spanish, integrating language skills with scientific concepts.

#### **Fruit and Vegetable Inquiry:**

**Health and Nutrition Research:** Collaborate with a health education class for a joint project. Students research and present the nutritional benefits of different fruits and vegetables in Spanish, integrating language skills with health knowledge.

**Visual Arts and Healthy Plate Design:** In an art class, students design visually appealing plates that showcase a balanced meal with fruits and vegetables. They label each item in Spanish, integrating language skills with artistic expression.

#### **Culinary Storytelling:**

**Language Arts and Food Writing:** Collaborate with a language arts class for a food writing project. Students write short stories or descriptive paragraphs about their favorite meals in Spanish, integrating language skills with creative writing.

**Digital Storytelling:** In a technology class, students create digital stories or animations that narrate a culinary adventure in Spanish. This project integrates language learning with technology and storytelling skills.



**Unit: 4**  
**Grade Level: 3-5**  
**Timeframe: 1 week**  
**Guiding Questions**

What are the different seasons?  
How do you say what the weather is?  
How to dress according to the weather?  
What are some typical weather related to the seasons?  
How is the weather changing lately?

**Standards**

**Proficiency Level: Novice low**

**Topic:** Seasons, weather and calendar.

**Modes of Communication/Core Ideas (WWBAT)**

Interpretive:

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.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own culture in highly contextualized oral text.

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT interpret meaning from reading and written materials.

WWBAT recognize climate change words.

Interpersonal:

7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.  
7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

WWBAT Use appropriate culturally targeted vocabulary for familiar topics.

WWBAT Ask and respond to memorized questions relating to familiar topics.

WWBAT Identify visually preferences and/or feelings.

WWBAT imitate authentic gestures.

WWBAT identify climate change words.

**Presentational:**

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.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.

WWBAT communicate in the target language.

WWBAT present information on basic preferences and/or feelings to an audience of listeners.

WWBAT use climate change words.

**Intercultural Statements (WWBAT)**

WWBAT recognize and identify seasons .

WWBAT recognize weather.

WWBAT identify weather changes.

WWBAT choose clothing based in global weather reports.

WWBAT say months of the year.

WWBAT express what the weather is like.

**Career Readiness, Life Literacies, Key Skills Standards:**

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make

informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Education, Social work, Health, Arts and Technology.

**Social-Emotional Learning Competencies:**

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

**Instructional Plan**

Students will begin the Unit 4 review of months and days of the week from the previous year. Teacher will use different interactive activities such as Booklet, quizzz, kahoot and games to reinforce vocabulary and also as motivational tools. Students will work individually, in pairs and in groups. Students will be introduced to the culture of the Spanish language as using the four skills: reading, writing, listening and speaking. Dialogues/ conversations will be used to enhance student-student speaking interactions. Several authentic resources will be used together with videos and songs.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504)
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				See link for additional modifications
<p><b>WALT</b> describe what the weather is like in Spanish.</p> <p>Clothing according to the weather.</p> <p>Identify weather.</p> <p>Climate change.</p>	<ul style="list-style-type: none"> <li>● Pair &amp; Share.</li> <li>● Role Play</li> <li>● Hand gestures</li> <li>● Computer generated learning games</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Physical Response</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will play games to identify the weather vocabulary in Spanish.</li> <li>● Students will watch culturally authentic video clips and songs related to weather <a href="#">Que Tiempo Hace hoy? - YouTube</a> .</li> <li>● Students will practice computer generated games such as <a href="#">Spanish Games the weather - Teaching resources (wordwall.net)</a> to identify weather words.</li> <li>● Students will recognize how to choose clothing according to the weather report.</li> </ul>	<ul style="list-style-type: none"> <li>● Additional processing time</li> <li>● Cues and prompts</li> <li>● Embedded choices</li> <li>● Practice time</li> <li>● Shorten task</li> <li>● Provide choices</li> <li>● Provide visuals</li> <li>● Breaking down assignments</li> <li>● Learning centers</li> </ul>
<p><b>WALT</b> recognize seasons and months to complete a calendar.</p> <p>Seasons and their corresponding months</p>	<ul style="list-style-type: none"> <li>● Computer generated selection games.</li> <li>● TPR (Total Physical Response)</li> <li>● Use visual support and background Knowledge.</li> <li>● Repeat.</li> </ul>	<ul style="list-style-type: none"> <li>● Listening comprehension.</li> <li>● Verbal assessment.</li> <li>● Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>● Students will practice calendar in Spanish.</li> <li>● Students will watch culturally authentic video clips and songs related to the months. <a href="#">Los meses de año - Videos Educativos para Niños</a> <a href="#">Divertido para aprender # - YouTube</a></li> <li>● Students will list months of the year.</li> <li>● Students will play different games to practice vocabulary about calendar</li> </ul>	<ul style="list-style-type: none"> <li>● Allowance for individual student interests</li> <li>● Allowance for students to make independent plans for independent learning</li> <li>● Variety in types of authentic resources</li> <li>● Allow time with like-intellectual peers</li> <li>● Use open-ended questioning strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• Restate.</li> <li>• Pair &amp; Share</li> </ul>		<p>Calendar in Latin American Spanish for secondary with Mix and match (spanish-games.net)</p> <ul style="list-style-type: none"> <li>• Students will recognize seasonal vocabulary.</li> </ul> <p><a href="#">Las estaciones del año - Canciones Infantiles - Doremila - YouTube</a></p>	
<b>Common Formative Assessment:</b> Role play, gestures and expressions to talk about weather, seasons and daily calendar.				

Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
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**Summative Assessments**

Listening, speaking activities and powerpoint presentation.

Different Seasons:

Seasonal Diorama: Students create dioramas representing each season using craft materials. During the presentation, they describe the scenes in Spanish, incorporating vocabulary related to each season.

Seasonal Acrostic Poem: In a language arts integration, students write acrostic poems for each season in both English and Spanish. This project combines language skills with creative writing.

Saying What the Weather Is:

Weather Puppet Show: Students work in groups to create puppet shows where characters discuss the weather in Spanish. This activity assesses their speaking and collaborative skills.

Weather Comic Strips: In an art class, students design bilingual comic strips featuring characters experiencing different weather conditions. They must use Spanish to describe the weather in their creations.

Dressing According to the Weather:

Fashion Design Showcase: Students design and present their own weather-appropriate outfits using a fashion show format. They describe their choices and explain why certain clothing is suitable for specific weather conditions.



**Weather Wardrobe Drawing:** In an art integration, students draw and label a wardrobe with clothing appropriate for various weather scenarios. This project combines language skills with artistic expression.

**Typical Weather Related to Seasons:**

**Collaborative Weather Mural:** In groups, students create a large mural representing the typical weather for each season. They label the mural in Spanish, showcasing their understanding of seasonal weather vocabulary.

**Weather Mobile Project:** Students design and construct mobiles featuring symbols or illustrations representing weather conditions for different seasons. They present their mobiles, describing each element in Spanish.

### **Interdisciplinary Connections**

**Science:** weather and seasons.

**Different Seasons:**

**Math Seasons Graph:** Collaborate with a math class for a project where students create graphs depicting the average temperatures of each season in Spanish-speaking countries. This integrates language skills with math and geography.

**Science Seasons Inquiry:** In a science class, students research and present information about the scientific reasons behind the changing seasons, incorporating Spanish vocabulary into their presentations.

**Saying What the Weather Is:**

**Music Weather Song:** In a music class, students compose and perform a bilingual song about different weather conditions. This integrates language learning with musical creativity.

**Dressing According to the Weather:**

**Social Studies Cultural Clothing:** Collaborate with a social studies class for a project where students research and present traditional clothing from Spanish-speaking countries. They discuss when and why certain clothing is worn, incorporating Spanish descriptions.

**Technology Clothing Catalog:** In a technology class, students create a digital catalog featuring weather-appropriate clothing. They must describe each item in Spanish, integrating language skills with technology use.