# Nutley Public Schools

# Department of World Languages

# Curriculum Guide

# Elementary Spanish – Grade 4

# Table of Contents

**Table of Contents** 2

**Introduction & Department Description** 4
- Statement of Purpose 4
- Philosophy & Approach 5
- Mission 5
- Acknowledgments 5

**New Jersey Student Learning Standard for World Languages** 6
- Three Strands 6
- Proficiency Levels 7
- The Role of Grammar in the World Language Class 8
- Time as a Critical Component for Developing Language Performance 8

**Rationale for Elementary School Language Study** 9

**NCSSFL-ACTFL Can-Do Statements** 9
- How to Use the Can-Do Statements 10
- How Not to Use the Can-Do Statements 10
- How Stakeholders Use the Can-Do Statements 11

**Assessment** 12
- Formative Assessment 12
- Summative Assessment 13
- Integrated Performance Assessments (IPAs) 13
- Culturally Authentic Materials 14
- Grading Policy 14

**Meeting the Needs of All Students** 16

**References** 17

**Course Description/Summary** 18

**Unit Contents: Scope & Sequence** 19

**Unit 1** 20

**Unit 2** 26

**Unit 3** 31

# Introduction & Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.
In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

## Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).
- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.

- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

## Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

## Mission

The mission of Nutley Public Schools' World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

## Acknowledgments

This curriculum guide was prepared by:

Ms. Inais Vazquez Elementary Spanish Teacher

This curriculum guide was coordinated by:

Dr. Frank Ruggiero K-12 Coordinator of World Languages

# New Jersey Student Learning Standard for World Languages

*World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.*

## Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:

**Strand A** reflects the Interpretive Mode of communication, in which 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." For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

**Strand B** reflects the Interpersonal Mode of communication, in which 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. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).

**Strand C** reflects the Presentational Mode of communication, in which 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 web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

- Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3).

## Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012.

- Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.
- Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

## The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

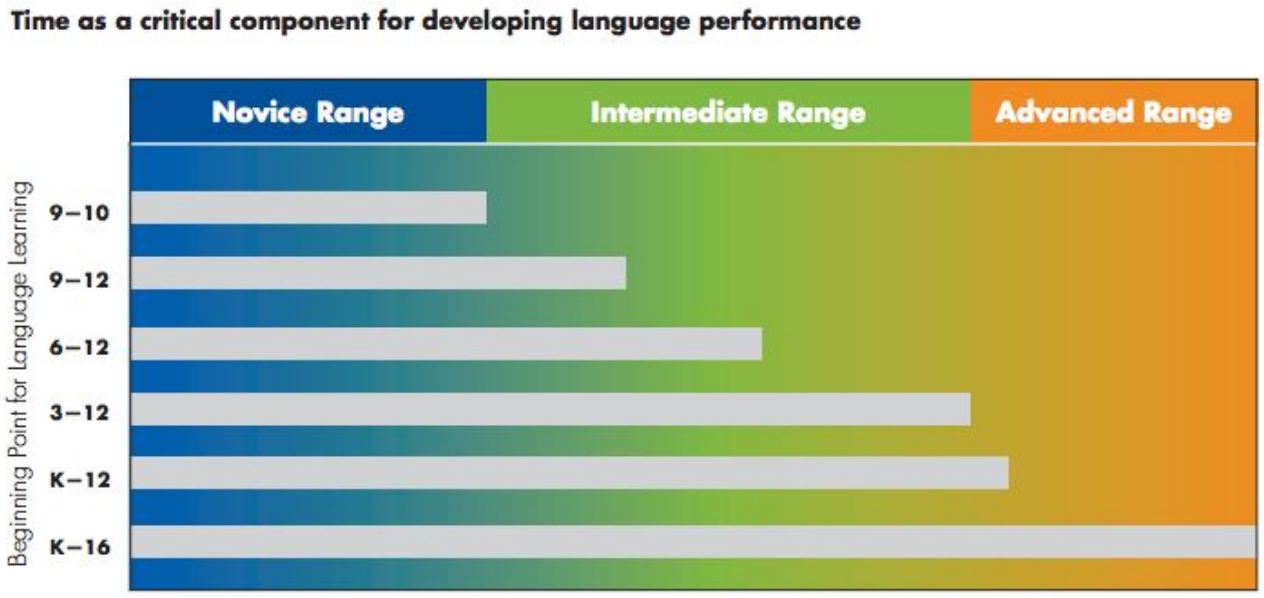
Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

See New Jersey Student Learning Standard for World Languages for more information.

## Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), "Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance."

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.




It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

# Rationale for Elementary School Language Study

The early start of the study of a language in elementary school is supported by research that has shown that the optimum time to begin foreign language study is in the elementary grades.

Curtain and Pesola (1994, pp.3-4) identify three powerful arguments for including world languages in the core curriculum and elementary schools in the United States:

- One of the most important factors influencing the development of language proficiency is the amount of time spent working with the language. When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.
- Every skill and outcome that is important to society is introduced through the elementary school curriculum. The lists of curriculum requirements in almost every state attest to the importance of reading, math, social studies, science, music, art, and physical education…Only when languages become a secure part of the elementary school curriculum will language learning begin to meet the needs so vividly described in the national reports of the 1980s.
- The age of 10 is a crucial time in the development of attitudes toward nations and groups perceived as "other," according to the research of Piaget, Lambert, and others (Lambert & Klineberg, 1967). Children are in the process of moving from egocentricity to reciprocity, and information introduced before age 10 is eagerly received … The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language.

Lipton (1998, p. 11) highlights research that substanties the benefits of elementary school language study, in which students:

- achieve expected gains and have even higher scores on standardized tests in reading, language arts, and mathematics than those who have not;
- show greater cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills;
- have an improved self-concept and sense of achievement in school; and
- can transfer their language learning skills in subsequent foreign language study in high school and college.

# NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

## How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

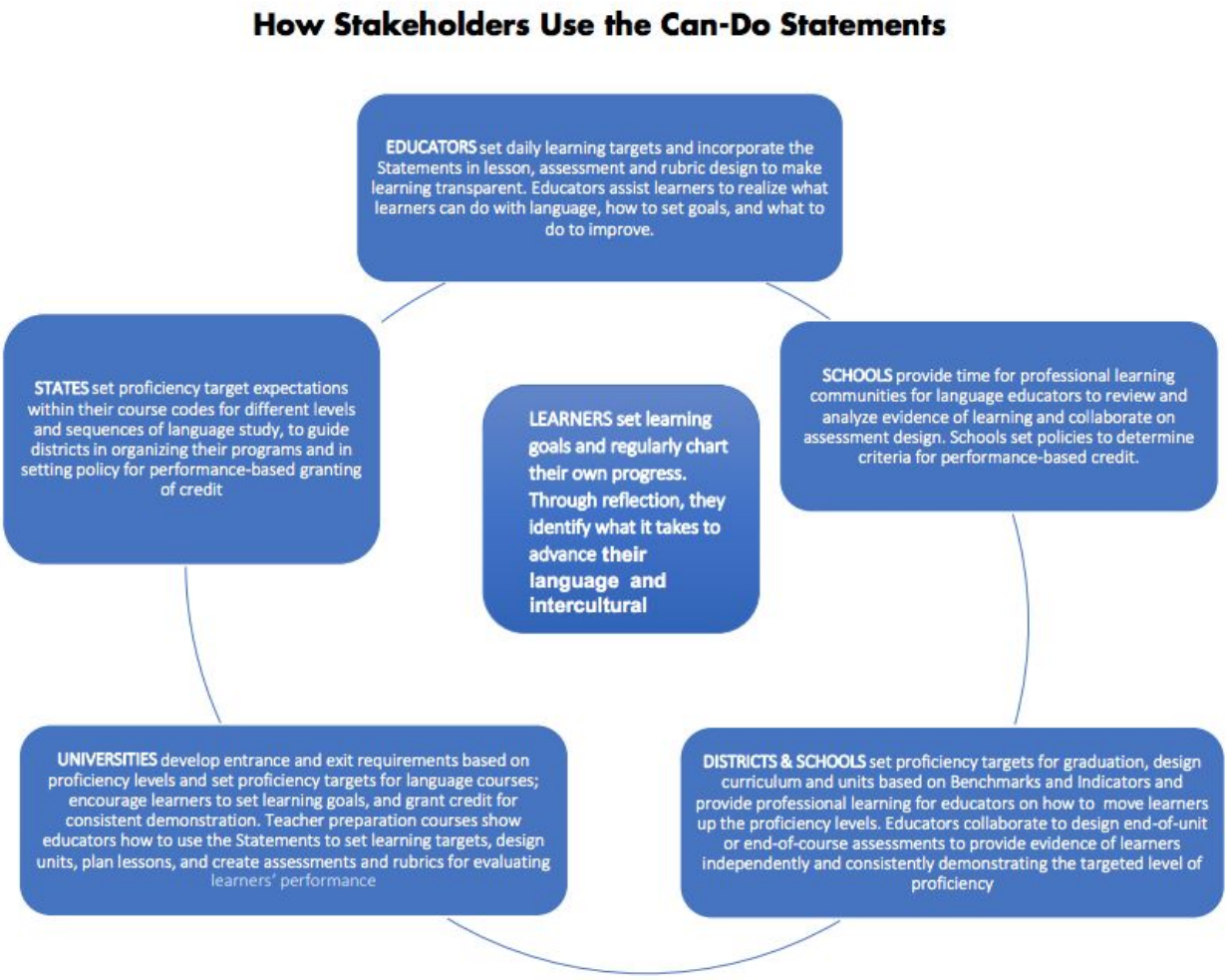
## How Not to Use the Can-Do Statements

- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012 and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they "can do" with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

## How Stakeholders Use the Can-Do Statements




See NCSSFL-ACTFL Can-Do Statements for more information.

# Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

## Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

| Suggested Checks for Understanding |
| --- |
| • Exit tickets<br>• Think, Pair, Share (Write)<br>• Speaking practice<br>• Inside/Outside Circle<br>• Information Gap activities<br>• Class surveys<br>• Rough drafts<br>• Hand signals<br>• White board communicators |

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

| Sample Formative Assessments |
| --- |
| • Ticket to leave<br>• Quick oral checks<br>• Information gap pair activity<br>• Maintain the conversation (keep the conversation going)<br>• Write captions<br>• Finish a story<br>• Rough draft |

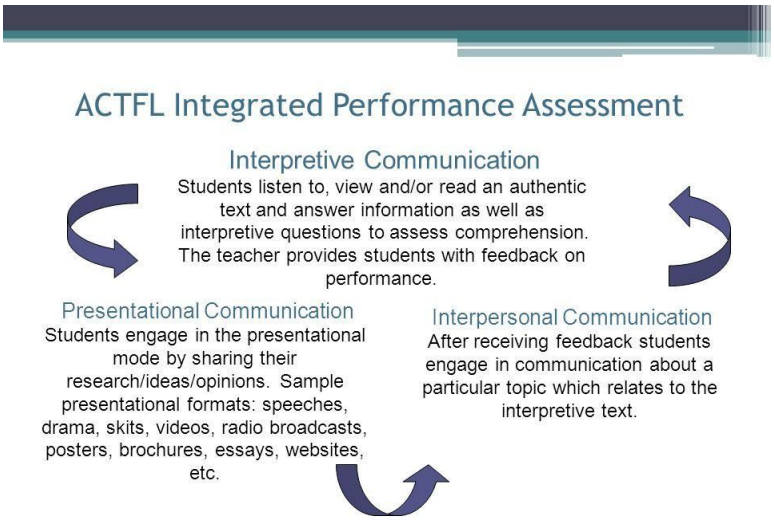
## Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

## Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
  - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
  - Reflect how students USE the language and cultural knowledge in communicative tasks
  - Requires critical thinking skills:
    - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
  - Interpretive, Interpersonal, Presentational
- Integrated
  - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at "any point where that goal has been reached in the unit." (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

## Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on "CALL-IT":

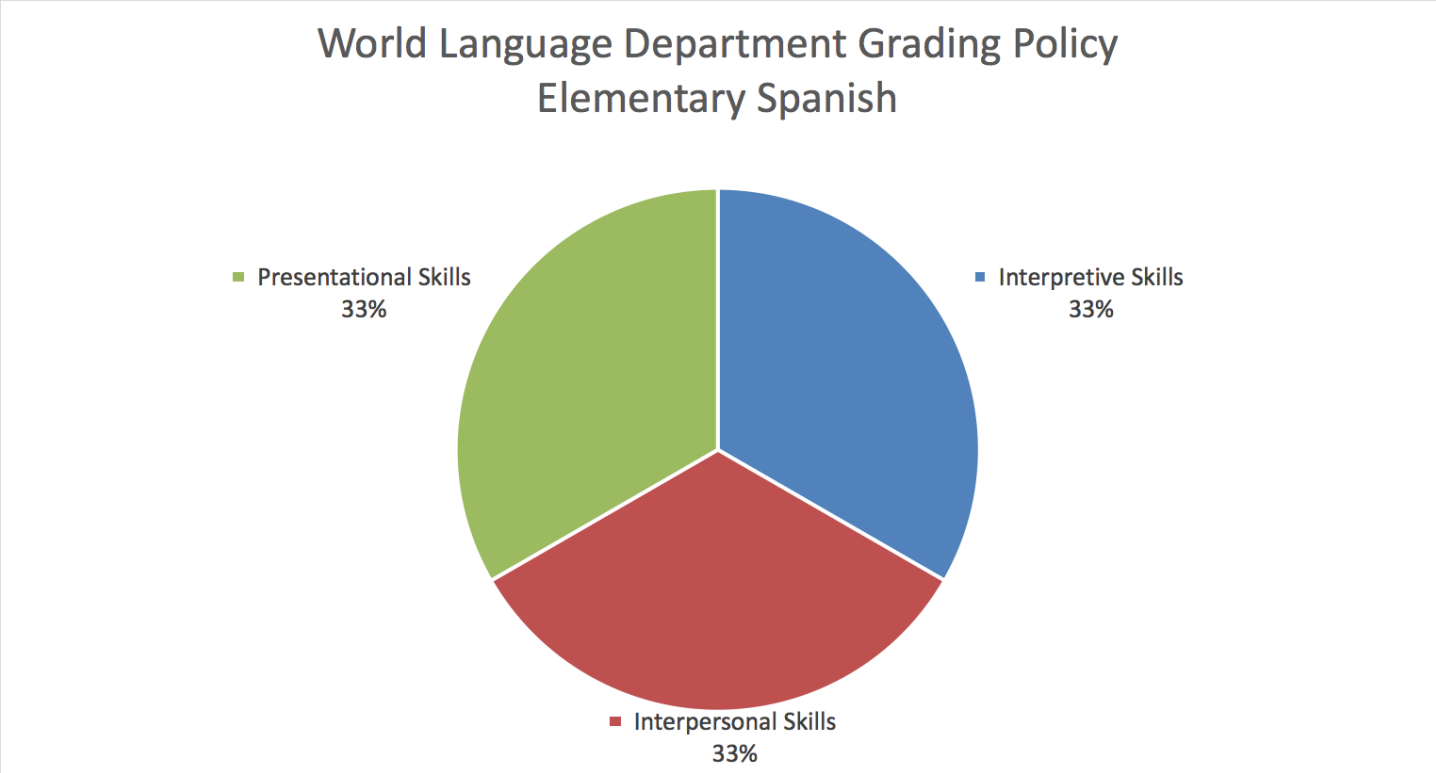
| | | |
|---|---|---|
| **C** | = | **C**ontext |
| **A** | = | **A**ge |
| **LL** | = | **L**inguistic **L**evel |
| **IT** | = | **I**mportance of **T**ask |

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

## Grading Policy

Recognizing the importance of directly linking students' grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLS for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the students' grades in the course.


World Language Department Grading Policy
Elementary Spanish
Presentational Skills
33%
Interpretive Skills
33%
Interpersonal Skills
33%

# Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "Instructional Adaptations for Students with Diverse Needs" (chapter 12) and “Appendix D: Instructional Strategies” of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

| Anticipated Misunderstandings in Unit | | |
|---|---|---|
| ● BulletedListHere | | |
| **Instructional Adjustments** | | |
| **Accommodations** | **Modifications** | **Higher Level Differentiation** |
| ● Preferential seating<br>● Repeating/simplifying of directions<br>● Ample use of visuals<br>● Use of manipulatives<br>● Strategic/flexible grouping and pairing<br>● Clear visual, verbal and demonstrative modeling<br>● Kinesthetic activities<br>● Use of graphic organizers<br>● Ample wait time<br>● Frequent repetition<br>● Student setting of personal growth goals<br>● Breaking down assignments<br>● Learning centers | ● Sentence starters<br>● Additional processing time<br>● Cues and prompts<br>● Embedded choices<br>● Practice time<br>● Shorten task<br>● Require lists instead of sentences<br>● Provide graphic organizers<br>● Provide choices<br>● Provide visuals | ● Use compacting<br>● Allowance for individual student interests<br>● Allowance for students to make independent plans for independent learning<br>● Variety in types of authentic resources<br>● Use tiered assignments that are more complex or abstract<br>● Allow time with like-intellectual peers<br>● Use open-ended questioning strategies |

# References


Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2012a). *ACTFL performance descriptors for language learners*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2012b). *ACTFL proficiency guidelines 2012*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2017). *NCSSFL-ACTFL Can-do statements: Progress indicators for language learners*. Alexandria, VA: Author.

Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.

Curtain H., & Pesola, C.A. (1994). *Languages and children: Making the match.* (2nd ed.). White Plains, NY: Longman.

Fisher, D. & Frey, N. (2014). *Checking for understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.

Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.

Lipton, G. (1998). *Practical handbook to elementary foreign language programs (FLES): Including Sequential FLES, Flex, and Immersion.* Lincolnwood, IL: National Textbook.

New Jersey State Department of Education. (2014). *New Jersey Student Learning Standard for World Languages*. Trenton, NJ: Author.

New Jersey State Department of Education. (1999). *New Jersey world languages curriculum framework*. Trenton, NJ: Author.

Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher's manual for measuring student progress*. Alexandria, VA: Author.

# Course Description/Summary

The elementary level world language program begins with the study of Spanish in grade 2 and continues through grade 6. In grades 2 through 5, students receive instruction in Spanish once per week. In grade 6, students receive instruction in Spanish twice per week.

The early start of the study of a language in elementary school is supported by research that has shown that one of the most important factors influencing the the development of language proficiency is the amount of time spent working with the language. The elementary level language programs are thus intentionally designed to take advantage of the natural language learning ability and interest of young learners.

At the elementary level, students are expected to perform in the Novice Mid proficiency level range as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standard for World Languages.

In this elementary level language class, the teacher will provide instruction in Spanish for 40 minutes. The teacher will deliver instruction in Spanish using puppets, storybooks, songs, and videos. Students will participate in communicative activities and experience cultural activities, fantasies, songs, rhymes, children's literature by engaging in dialogues, role plays, small group work, paired work, and larger group activities. Emphasis will be on communication, and students will be assessed in the three modes of communication: Interpretive, Interpersonal and Presentational.

Topics include:

- Families and Communities → Where am I going?
- Contemporary Life → Who do I want to be in the future?
- Beauty and Aesthetics → Turning Beauty Inside Out

# Unit Contents: Scope & Sequence

| Course Summary | | | | | | | |
|---|---|---|---|---|---|---|---|
| Unit # | Curricular Theme ⇨ / Unit Title ⇩ | Beauty and Aesthetics | Contemporary Life | Families and Communities | Global Challenges | Personal and Public Identities | Science and Technology |
| 1 | Where am I going? | | ✔ | ✔ | | ✔ | |
| 2 | Who do I want to be in the future? | ✔ | ✔ | ✔ | | ✔ | |
| 3 | Turning Beauty Inside Out | ✔ | ✔ | ✔ | | ✔ | |

✔ = Unit of study addresses curricular theme(s) indicated.

# Unit 1

| Course Information | | | |
|---|---|---|---|
| **Language(s)** | Spanish | **Approximate Unit Length** | 1 trimester |
| **Level/Grade** | Elementary | **Performance Range** | Novice-Mid |
| **Grade(s)** | Grade 4 | **Curricular Theme** | Families and Communities |
| **Unit Title** | Where am I going? | | |

| Course Focus | |
|---|---|
| **Essential Question(s)** | ● How do I describe what I do in town?<br>● How do I describe things I'm going to do?<br>● How do you talk about activities outside of school?<br>● What are some cultural perspectives on after-school activities?<br>● How do I talk about locations in my community?<br>● How do I talk about where I go and with whom?<br>● How do I give and respond to directions? |
| **Enduring Understanding(s)** | ● In this unit, students will learn that neighborhoods are made up of many components, and they are a member of their neighborhood. They will explore different places to visit in their own town, understand directions, be able to give directions, and acknowledge that neighborhoods can be represented on a map. |

| NJ Student Learning Standards | |
|---|---|
| **Interpretive (Strand A Indicators)** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| **Interpersonal (Strand B Indicators)** | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |

| | |
|---|---|
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar |
| **Presentational (Strand C Indicators)** | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

## Evidence of Learning: Summative Assessment

| Performance Tasks | Interpretive | Interpersonal | Presentational |
|---|---|---|---|
| • *These tasks allow learners to demonstrate how well they have met the goals of the unit.*<br>• *The tasks follow the format of the IPA, but are integrated throughout the unit.*<br>• *The template encourages multiple Interpretive tasks*<br>• *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.*<br>• *The tasks incorporate 21st Century Learning.* | • Respond to questions about the video:<br>• https://www.youtube.com/watch?v=t0FJNLm4nnI | • Conversations between classmates about your neighborhood and places you like to go. | • Students will create and present a map of their neighborhood, including street names, with whatever visual representation they can think of on their town (buildings, people, and activities, their home, their school, etc.) |

## Toolbox & Core Content

### Can-Do Statements

| | |
|---|---|
| **Interpretive** | • I can understand basic directions; North, South, East and West.<br>• I can know how to read a map key.<br>• I can recognize a map of their neighborhood.<br>• I can identify some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. |
| **Interpersonal** | • I can identify rural, suburban, and urban communities.<br>• I can identify specific helpers in my neighborhood.<br>• I can describe how neighborhood helpers are important to our town.<br>• I can contribute to a conversation about the different roles helpers play in our lives.<br>• I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions |
| **Presentational** | • I can identify and talk about the different components of my neighborhood.<br>• I can say what my responsibilities are in my neighborhood.<br>• I can name specific heroes in my community.<br>• I can name the specific role of each community hero.<br>• I can say my home address in the target language. |

| | |
|---|---|
| | ● I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language. |

| **Supporting Functions**<br>*Students will be able to:* | **Supporting Structures/Patterns**<br>*Students will know:* |
|---|---|
| ● Say their home address in the target language.<br>● Name places of interests.<br>● Describe the places they visit.<br>● Describe which are their favorite places to visit.<br>● Ask for directions.<br>● Give directions on how to get from one place to another.<br>● Counting money. | ● How to use adjectives and describing adjectives *(refer to Grade 2, Unit 1).*<br>● Numbers (60 - 100) in Spanish.<br>● How to describe the various places in town.<br>● Who are the heroes in their community.<br>● How to use the verb “Estar”, “Tener”, “Venir”, “Ir”, “Querer”, “Decir”, “Pedir” y “Traer”. |
| **Priority Vocabulary** | **Other Vocabulary** |
| ● El pueblo<br>● La comunidad<br>● Una plaza<br>● Un museo<br>● Una catedral<br>● Un templo<br>● Una estatua<br>● Un monumento<br>● Un parque<br>● Un estadio<br>● El centro comercial<br>● El banco<br>● La oficina de correos<br>● La biblioteca<br>● La escuela<br>● El café<br>● La heladería<br>● La panadería<br>● La floristería<br>● La estación de gasolina<br>● El gimnasio<br>● Salón de belleza<br>● Tintorerías<br>● Carnicería<br>● Cine<br>● Supermercado<br>● Puesto de periódicos<br>● Zapatería<br>● La playa<br>● El lago<br>● La acera<br>● La calle<br>● El semáforo<br>● La avenida<br>● Norte<br>● Sur<br>● Este<br>● Oeste<br>● El barrio<br>● La ciudad | ● Questions: ¿Cómo llegó a _____?, ¿Cuando puedo cruzar la calle?, ¿Puedo doblar la esquina?, ¿Adonde voy, a la izquierda o a la derecha?, ¿Adónde vas?, ¿Sigo derecho?, ¿Adónde queda?, ¿Cuanto cuesta?<br>● Phrases: desde, entre, frente a, detrás de, arriba, debajo de, al lado de, encima de, enfrente de, lejos, cerca y entre. |

| | |
|---|---|
| • El edificio<br>• La estación de policía<br>• La estación de bomberos<br>• Moderno<br>• Antiguo<br>• Estación de tren<br>• Parada de autobús<br>• Farmacia<br>• Hospital<br>• Oficina del doctor<br>• El dentista<br>• Taller mecánico<br>• Mi casa<br>• Mi apartamento<br>• Dirección de mi casa | |

| Instructional Activities | |
|---|---|
| **Key Learning Activities** | **Mode of Communication** |
| **Warm up videos:** ¿Adónde vas? wh-questions in Spanish. Song to learn questions in Spanish for kids, Learn Spanish: (12) Giving an address in Spanish, Un elefante va a la ciudad : Aprende español con subtítulos - Historia para niños "BookBox.com", Bingo: Neighborhood Song, ¿Qué son los Servicios Públicos? \| Videos Educativos para Niños, Gente De Mi Ciudad - Jungle Party, "Adónde Vas" (Señor Wooly Fan Video), y La invitación - Señor Wooly - Inviting in Spanish. | |
| **Listening activity:** I can often understand words, phrases, and simple sentences related to everyday life. | Interpretive |
| **Listening activity:** I can sometimes understand simple questions or statements on familiar topics. | Interpretive |
| **Listening activity:** I can understand simple information when presented with pictures and graphs. | Interpretive |
| **Listening activity:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. | Interpretive |
| **Listening activity:** I can sometimes understand the main idea of what I have read. | Interpretive |
| **Listening activity:** I can understand simple everyday notices in public places on topics that are familiar to me. | Interpretive |
| **Listening activity:** Listen to stories about someone identifying themselves and stories on certain unit themes. | Interpretive |
| **Speaking activities:** Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| **Vocabulary games:** Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, and Slap Down (flash cards). | Interpersonal |
| **Learning Centers:** divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpersonal |
| **Speaking activity:** I can exchange and talk about some personal information. | Interpersonal |
| **Speaking /writing activity:** I can ask for and give simple directions, and write them down. | Interpersonal |
| **Writing activity:** I can make a list of plans with others. | Interpersonal |
| **Speaking activity:** I can present information about a familiar person, place, or thing using phrases and simple sentences. | Presentational |
| **Speaking activity:** I can present information about others using phrases and simple sentences. | Presentational |

| | |
|---|---|
| **Speaking/writing activities:** I can write and give basic instructions on how where to go in my town. | Presentational |
| **Speaking:** memorized words and phrases to: make lists; states needs and preferences; describe people, places and things. | Presentational |
| **Formative Assessment & Check Points** | **Mode of Communication** |
| Four finger check, exit tickets | |
| Vocabulary Quiz | |
| **Video:** https://www.youtube.com/watch?v=t0FJNLm4nnI | Interpretive |
| **Speaking task:** conversations between classmates about your neighborhood and places you like to visit. | Interpersonal |
| **Presentational Task:** | Presentational |

| Resources | Technology Integration |
|---|---|
| *Essential materials, supplementary materials, links to best practices* | *The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.* |
| ● **Teacher created/gathered materials, activities and visuals:**<br>● YouTube<br><br>● **Some free suggested websites for worksheets and activities:**<br>● https://www.tes.com/teaching-resource/places-in-the-town-worksheets-y6-spanish-6442068<br>● http://printablespanish.com/free/CiudadXwd2.pdf<br>● https://www.hasd.org/faculty/SabrinaHayenInfante/13-14.ciudad.master.pdf<br>● https://www.lightbulblanguages.co.uk/resources-sp-ks3-wks.htm#pl<br>● http://www.languagesresources.co.uk/SpanishTown.html<br>● https://www.tes.com/teaching-resource/mi-ciudad-town-description-6331856<br>● https://www.tes.com/teaching-resource/mi-ciudad-6309730<br>● https://sharemylesson.com/teaching-resource/mi-ciudad-mi-pueblo-172397 | ● SmartBoard Activities<br>● Kahoot<br>● Chromebooks<br>● YouTube videos and authentic commercials:<br>● FlipBoard.com<br>● https://flipboard.com/@rdemeij/spanish-language-tv-commercials-v9tup8s5z<br>● https://flipboard.com/@rdemeij/spanish-language-tv-commercials-v9tup8s5z<br>● https://flipboard.com/@rdemeij/spanish-language-tv-commercials-v9tup8s5z |

## 21st Century Life and Career Standards

*The selected standards may apply to this unit of study*

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

# Unit 2

| Course Information | | | |
|---|---|---|---|
| **Language(s)** | Spanish | **Approximate Unit Length** | 1 trimester |
| **Level/Grade** | Elementary | **Performance Range** | Novice-Mid |
| **Grade(s)** | Grade 4 | **Curricular Theme** | Contemporary Life |
| **Unit Title** | Who do I want to be in the future? | | |

| Course Focus | |
|---|---|
| **Essential Question(s)** | ● Can you see yourself performing these duties and responsibilities every day for the rest of your life?<br>● What are the duties and responsibilities that go along with this career/profession/job?<br>● What kind of education and/or training will be necessary in order to be hired for or to perform this profession?<br>● How long will that take?<br>● What high school courses or subjects should you take to prepare you for your master in your chosen profession? |
| **Enduring Understanding(s)** | ● In this unit, students will be able to state the various professions in the target language, and describe the career/profession/job in which they are interested in. They will also state what their preferred profession does. |

| NJ Student Learning Standards | |
|---|---|
| **Interpretive (Strand A Indicators)** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| **Interpersonal (Strand B Indicators)** | |
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |

| | |
|---|---|
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar |
| **Presentational (Strand C Indicators)** | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

| **Evidence of Learning: Summative Assessment** | | | |
|---|---|---|---|
| **Performance Tasks** | **Interpretive** | **Interpersonal** | **Presentational** |
| • *These tasks allow learners to demonstrate how well they have met the goals of the unit.*<br>• *The tasks follow the format of the IPA, but are integrated throughout the unit.*<br>• *The template encourages multiple Interpretive tasks*<br>• *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.*<br>• *The tasks incorporate 21st Century Learning.* | • Respond to questions about the video:<br>• https://www.youtube.com/watch?v=L_-KQ90IiF0&disable_polymer=true | • Conversations between classmates about their career preferences. | • Students will answer to a job ad, respond to the ad, create a cover letter, and design a simple resume. |

| **Toolbox & Core Content** | |
|---|---|
| **Can-Do Statements** | |
| **Interpretive** | • I can interpret communication: learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.<br>• I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. |
| **Interpersonal** | • I can interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinion.<br>• I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, and phrases.<br>• I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. |
| **Presentational** | • I can present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.<br>• I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.<br>• I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. |

| Supporting Functions<br>*Students will be able to:* | Supporting Structures/Patterns<br>*Students will know:* |
|---|---|
| ● Say their chosen profession in the target language.<br>● Describe the differences in professions.<br>● Compare between careers.<br>● Describe which are their favorite places to visit.<br>● Ask for directions.<br>● Give directions on how to get from one place to another.<br>● Gain an understanding of job families.<br>● Increase the range of jobs they know about.<br>● Sort job titles into job families to show understanding. | ● How to use adjectives and describing adjectives *(refer to Grade 2, Unit 1).*<br>● How to describe most of the professions that are cognates.<br>● What they would like to major in when they finish high schools.<br>● How to use the verb "Estar", "Ser", "Tener", "Venir", "Ir", "Querer", "Decir", "Pedir", "Gustar", y "Traer" in the 1st person and 2nd person. |
| **Priority Vocabulary** | **Other Vocabulary** |
| ● El abogado/ La abogada<br>● El juez / La jueza<br>● El doctor / La doctora<br>● Psicólogo(a)<br>● Psiquiatra<br>● Terapista<br>● El pediatra / La pediatra<br>● El enfermero / La enfermera<br>● El veterinario / La veterinaria<br>● El científico / La científica<br>● El ingeniero / La ingeniera<br>● El maestro / La maestra<br>● El peluquero / La peluquera<br>● El cocinero / La cocinera<br>● El bombero / La bombera<br>● El policía / La policía<br>● El camarero / La camarera<br>● El cantante / La cantante<br>● El actor / La actriz<br>● Músico<br>● El plomero<br>● El electricista<br>● El atleta profesional / La atleta profesional<br>● El autor / La autora<br>● El reportero / La reportera<br>● El carpintero / La carpintera<br>● El director de negocios / La directora de negocios<br>● El hombre de negocios / La mujer de negocios<br>● El piloto / La pilota<br>● El secretario / La secretaria<br>● El programador de computadoras / La programadora de computadoras<br>● La bailarina<br>● El granjero / La granjera<br>● La ama de casa / El amo de casa | ● Questions: ¿Qué?, ¿Cómo?, ¿Quién?, ¿Con quién?, ¿Dónde?, ¿Cuántos(as)?, ¿Adónde?, ¿De dónde?, ¿Cuál?, ¿Por qué?, ¿Cuándo? |

## Instructional Activities

| Key Learning Activities | Mode of Communication |
|---|---|
| **Warm-Up Videos:** Profesiones - Learn Names of Professions in Spanish with BASHO & FRIENDS, Las profesiones: Juego educativo para niños. Jugamos a adivinar ¿quién es quién?, ♪ Oficios y Profesiones. Canción para Niños de Primaria ♪, Canción: "Trabajo, con trabajadores", Profesiones | Interpretive |

| | |
|---|---|
| y oficios en español - Vocabulario con imágenes *(you can show in two sessions),* y OCCUPATIONS QUIZ in Spanish. | |
| **Listening activity:** I can often understand words, phrases, and simple sentences related to everyday life. | Interpretive |
| **Listening activity:** I can sometimes understand simple questions or statements on familiar topics. | Interpretive |
| **Listening activity:** I can understand simple information when presented with pictures and graphs. | Interpretive |
| **Listening activity:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. | Interpretive |
| **Listening activity:** Listen to stories about someone identifying themselves and stories on certain unit themes. | Interpretive |
| **Speaking activities:** Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| **Vocabulary games:** Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, and Slap Down (flash cards). | Interpersonal |
| **Learning Centers:** divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpersonal |
| **Speaking activity:** I can exchange and talk about some occupations. | Interpersonal |
| **Speaking activity:** I can exchange and talk about the various professions. | Interpersonal |
| **Speaking /writing activity:** I can ask for job descriptions, and write them down. | Presentational |
| **Speaking activity:** I can present information about professions using phrases and simple sentences. | Presentational |
| **Speaking/writing activities:** I can write and give basic instructions on how I will acquire my desired profession. | Presentational |
| **Formative Assessment & Check Points** | **Mode of Communication** |
| Four finger check, exit tickets | |
| Vocabulary quiz | Interpretive |
| **Video:** https://www.youtube.com/watch?v=L_-KQ90IiF0&disable_polymer=true | |
| **Speaking task:** conversations between classmates about careers. | Intersonal |
| **Presentational task:** Students will answer to a job ad, respond to the ad, create a cover letter, and design a simple resume. | Presentational |

| Resources | Technology Integration |
|---|---|
| *Essential materials, supplementary materials, links to best practices* | *The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.* |
| ● **Teacher created/gathered materials, activities and visuals:**<br>● YouTube<br>● Basho & Friends<br>● Pinterest<br>● https://www.spanishkidstuff.com/members-area/worksheets/pdf/JobsMatchUS1Sp.pdf<br>● https://www.spanishkidstuff.com/members-area/worksheets/pdf/JobsMatchUS1Sp.pdf<br>● https://www.tes.com/teaching-resource/worksheet-on-jobs-in-spanish-6087366 | ● SmartBoard Activities<br>● Kahoot<br>● Chromebooks |

| | |
|---|---|
| ● https://rockalingua.com/worksheets/professions-worksheet<br>● https://www.spanishplayground.net/category/vocabulary/professions/<br>● https://www.spanishplayground.net/category/vocabulary/professions/ | |

## 21st Century Life and Career Standards

*The selected standards may apply to this unit of study*

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

# Unit 3

| Course Information | | | |
|---|---|---|---|
| **Language(s)** | Spanish | **Approximate Unit Length** | 1 trimester |
| **Level/Grade** | Elementary | **Performance Range** | Novice-Mid |
| **Grade(s)** | Grade 4 | **Curricular Theme** | Beauty and Aesthetics |
| **Unit Title** | Turning Beauty Inside Out | | |

| Course Focus | |
|---|---|
| **Essential Question(s)** | ● What messages do different types of media send about how bodies should look, move, and be?<br>● How do media messages about body image shape our daily lives and behavior?<br>● What are the different ways that the time we spend using media influence the way we think about ourselves?<br>● How does traditional dress differ from daily wear in the target culture?<br>● How are art and music of the target culture the same or different from others?<br>● What is our concept of beauty?<br>● Is beauty the same or different from that of the target culture?<br>● What messages does the media usually send out about people and their physical appearances?<br>● What might be the result of the media's tendency to portray people who are a certain size and appearance? |
| **Enduring Understanding(s)** | ● In this unit, students will learn that the media generally presents images of men and women who are a certain size and have a certain appearance—reflecting society's pressure on people to conform to those sizes and appearances. They will also learn that people often have unreal expectations of appearance, size and other physical attributes for themselves and others, which results in their judging others unfairly based on those expectations. The 2nd part of this unit is on "Bullying" at the elementary level. Ultimately, students will learn how to cope, and gain tolerance on cruel comments, and how to stop bullying. |

| NJ Student Learning Standards | |
|---|---|
| **Interpretive (Strand A Indicators)** | |
| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. |
| **Interpersonal (Strand B Indicators)** | |

| | |
|---|---|
| 7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. |
| 7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. |
| 7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| 7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar |
| **Presentational (Strand C Indicators)** | |
| 7.1.NM.C.1 | Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. |
| 7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| 7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| 7.1.NM.C.4 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |

## Evidence of Learning: Summative Assessment

| Performance Tasks | Interpretive | Interpersonal | Presentational |
|---|---|---|---|
| • *These tasks allow learners to demonstrate how well they have met the goals of the unit.*<br>• *The tasks follow the format of the IPA, but are integrated throughout the unit.*<br>• *The template encourages multiple Interpretive tasks*<br>• *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.*<br>• *The tasks incorporate 21st Century Learning.* | • Respond to questions about the video:<br>• https://www.youtube.com/watch?v=0Lz6tYh4esY | • Conversations between classmates on defining beauty and how to stop bullying. | • Students will bring to school something small from home that defines beauty to them. They will write 3 sentences in Spanish about their reasons why they find beauty in this item.<br>• Students will work in pairs to create and act out a "Bullying" skit using the target language. |

## Toolbox & Core Content

| Can-Do Statements | |
|---|---|
| **Interpretive** | • I can understand the definition of "beauty".<br>• I can recognize when I receive a cruel comment about my physical appearance and how to tolerate it.<br>• I can understand when others make a negative comments about my appearance. |
| **Interpersonal** | • I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of visual cues.<br>• I can contribute to a conversation about the negative impact unfavorable comments affect our youth.<br>• I can tell the difference between being bullied and and a playful unintentional remark. |

| Presentational | ● I can have a conversation with peers about how boys and girls identify themselves with television stars, models, athletes, famous singers, and relate it to their unhappiness with their body.<br>● I can speak about physical appearances in a positive way.<br>● I can talk about the concept of body image and consider who and what influences the way they think about our bodies. |
|---|---|

| Supporting Functions<br>*Students will be able to:* | Supporting Structures/Patterns<br>*Students will know:* |
|---|---|
| ● Discuss how various forms of media (electronic, digital, and print) reinforce frequently unrealistic expectations regarding body size and appearance.<br>● Demonstrate media literacy skills and critical thinking as they review "attractiveness messages" in the media.<br>● Take action to look beyond appearance as a dominant force in their social lives.<br>● Identify specific actions they can take to move beyond appearance as a dominant force in their social lives. | ● How to learn and apply skills for critically reading media.<br>● How to understand the influence of media on their bodies and body images.<br>● How to acquire tools for resisting media messages that negatively portray body image and self esteem.<br>● How to cope with bullying. |

| Priority Vocabulary | Other Vocabulary |
|---|---|
| ● La belleza<br>● Atractivo(a)<br>● La apariencia física<br>● Adentro<br>● Afuera<br>● La imagen corporal<br>● La moda<br>● La intimidación<br>● La tolerancia<br>● El cliché<br>● El prejuicio<br>● El alfabetismo<br>● Los medios de comunicación<br>● Las redes sociales<br>● Las revistas<br>● Comercial *(tele)*<br>● Películas<br>● Videos<br>● La estrella del cine<br>● Cantantes famosos(as)<br>● Atletas<br>● La felicidad<br>● Infeliz<br>● Deprimido<br>● Culpable<br>● Vergonzoso<br>● Acoso | ● ¿Qué significa la belleza?, ¿La belleza es solamente física o hay otras cosas que definen la belleza?, ¿Cómo te defines a ti mismo?, ¿Cómo te describen tus compañeros escolar?, ¿Cómo te describe tu familia?, y ¿Cómo describes a tus amigos y familiares? |

## Instructional Activities

| Key Learning Activities | Mode of Communication |
|---|---|
| **Warm up videos:** What Happens When Strangers Get Real About Body Image, Women React to Being Called Beautiful, Facial machine and parlor, Dove Selfie \| Redefining Beauty One Photo At A Time, Dove Friends \| Seeing The Beauty In Our Friends And Ourselves, Father is a Liar" (MetLife Heart-touching Commercial), Dialogue 83 - Inglés Spanish - At the hairdresser's - En la peluquería, | Interpretive |

| | |
|---|---|
| Tearjerker Commercials Create Internet Challenge, Heart Touching Commercials That Will Move You Emotionally! MUST WATCH"My, Video Bullying, Bullying - BrainPOP Español, Bullying escolar cortometraje ganador english subs EXE, y No te calles dile NO al bullying - Corto Animado | |
| **Listening activity:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. | Interpretive |
| **Listening activity:** I can sometimes understand the main idea of what I have read. | Interpretive |
| **Listening activity:** I can understand simple information when presented with pictures and graphs. | Interpretive |
| **Listening activity:** I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. | Interpretive |
| **Listening activity:** Listen to stories about someone identifying themselves and stories on certain unit themes. | Interpretive |
| **Listening/speaking activity:** Listen to videos and look at various paintings from Frida Kahlo and Fernando Botero, and determine if you find beauty in these paintings. | Interpersonal |
| **Speaking activities:** Think/Pair share, Inside/Outside Circle, Skits & Dialogues. | Interpersonal |
| **Speaking activity:** I can exchange and talk about unit themes. | Interpersonal |
| **Vocabulary games:** Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, and Slap Down (flash cards). | Interpersonal |
| **Learning Centers:** Divide class into 3-4 groups depending on size of class, create different stations with activities based on theme. | Interpersonal |
| **Speaking activity:** I can speak about our unit themes and offer solutions to the issues at hand. | Presentational |
| **Writing/Speaking activity:** Students will perform a "Show & Tell" item, and write about it using the target language. | Presentational |
| **Writing/Speaking activity:** Students will work in pairs to create and act out a "Bullying" skit using the target language. | Presentational |
| **Formative Assessment & Check Points** | **Mode of Communication** |
| Four finger check, exit tickets | |
| Vocabulary Quiz | |
| **Video:** https://www.youtube.com/watch?v=0Lz6tYh4esY | Interpretive |
| **Speaking Task:** Conversations between classmates about defining beauty and how to cope with bullying. | Interpersonal |
| **Presentational Task:** "Show & Tell" and bullying skit. | Presentational |

| Resources | Technology Integration |
|---|---|
| *Essential materials, supplementary materials, links to best practices* | *The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.* |
| • **Teacher created/gathered materials, activities and visuals:**<br>• YouTube<br>• Pinterest<br>• **Some free suggested websites for worksheets and activities:**<br>• https://study.com/academy/lesson/discussing-beauty-aesthetics-on-daily-life-in-spanish.html<br>• http://spanish4teachers.org/elementaryspanishresources/<br>• https://www.fridakahlo.org/frida-kahlo-paintings.jsp | • SmartBoard Activities<br>• Kahoot<br>• Chromebooks |

| | |
|---|---|
| • https://www.brainpop.com/socialstudies/famoushistoricalfigures/fridakahlo/<br>• https://www.youtube.com/watch?v=hL6f9Eo7bv4 | |

## 21st Century Life and Career Standards

*The selected standards may apply to this unit of study*

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf