

Nutley Public Schools



Department of World Languages

Curriculum Guide

Elementary Spanish – Grade 5

Table of Contents

Table of Contents	2
Introduction & Department Description	3
Statement of Purpose	3
Philosophy & Approach	4
Mission	4
Acknowledgments	4
New Jersey Student Learning Standard for World Languages	5
Three Strands	5
Proficiency Levels	6
The Role of Grammar in the World Language Class	7
Time as a Critical Component for Developing Language Performance	7
Rationale for Elementary School Language Study	8
NCSSFL-ACTFL Can-Do Statements	8
How to Use the Can-Do Statements	9
How Not to Use the Can-Do Statements	9
How Stakeholders Use the Can-Do Statements	10
Assessment	11
Formative Assessment	11
Summative Assessment	12
Integrated Performance Assessments (IPAs)	12
Culturally Authentic Materials	13
Grading Policy	13
Meeting the Needs of All Students	15
References	16
Course Description/Summary	17
Unit Contents: Scope & Sequence	18
Unit 1	19
Unit 2	24
Unit 3	29

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.

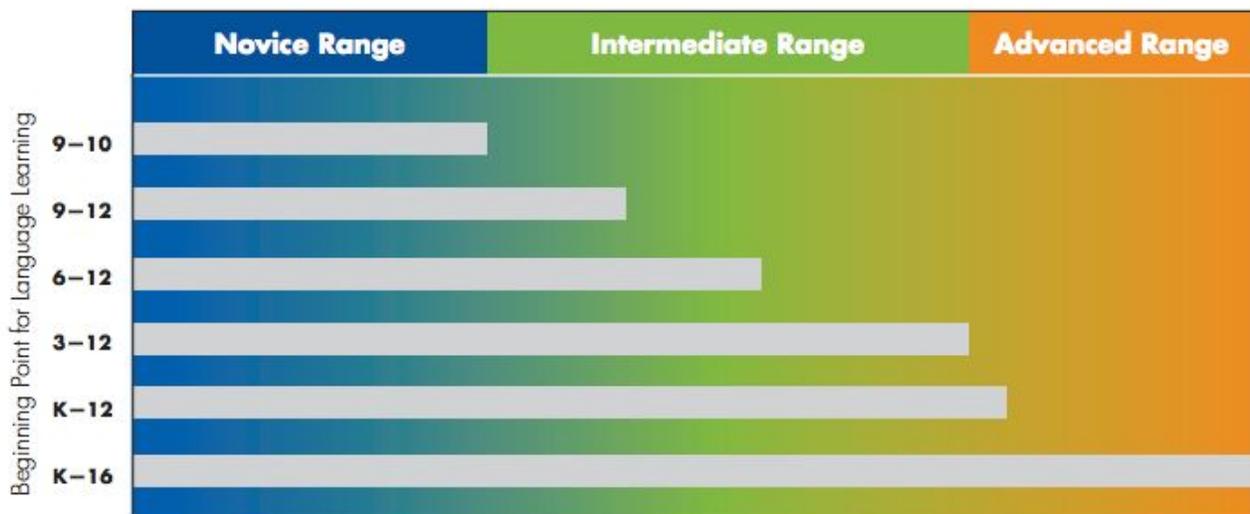
See [New Jersey Student Learning Standard for World Languages](#) for more information.

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.

Time as a critical component for developing language performance



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 substantiates 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

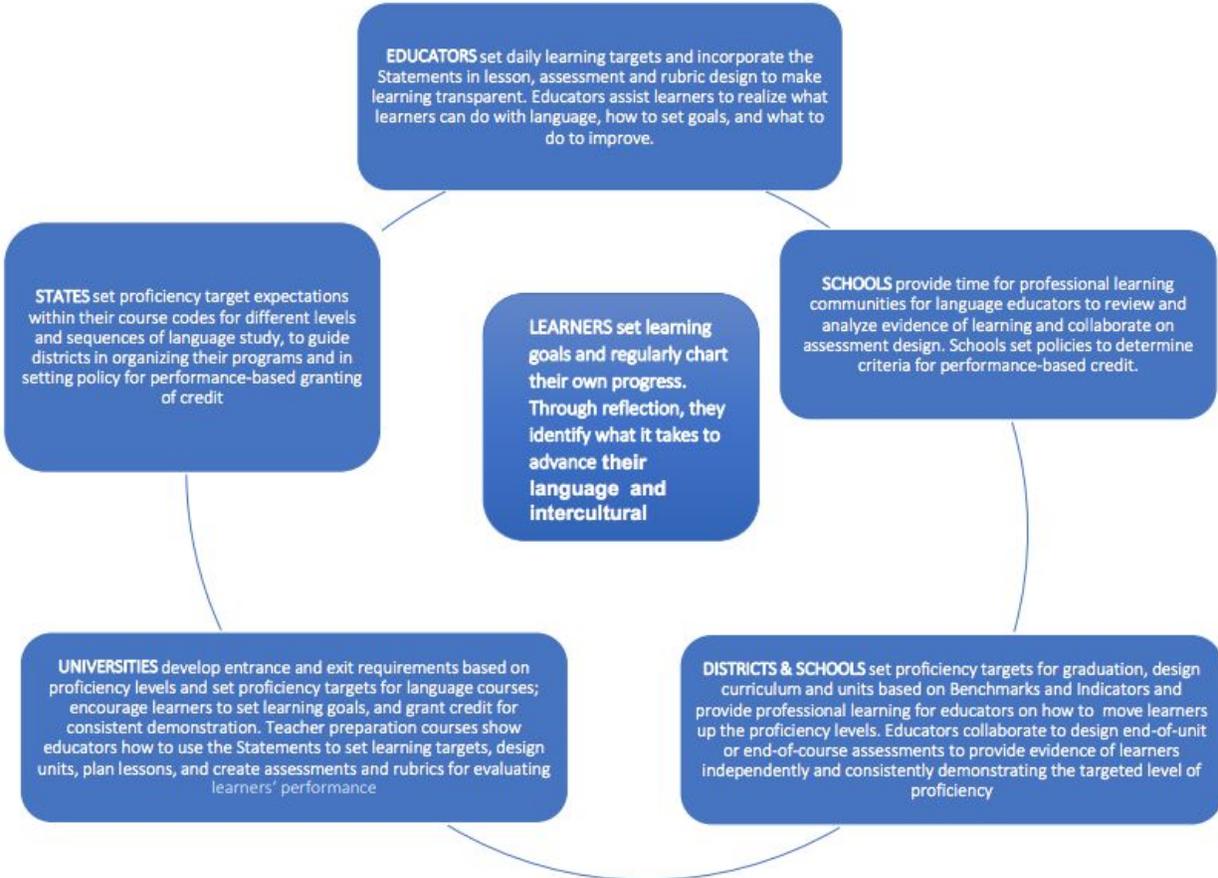
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

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

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
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

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

Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

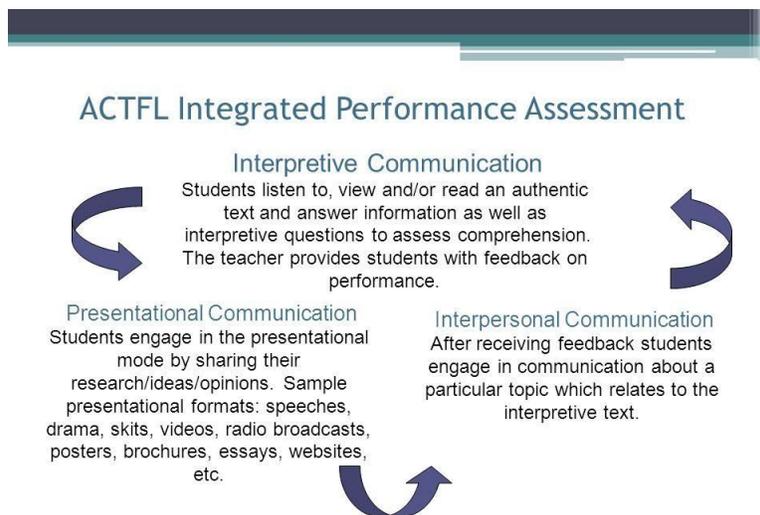
Summative Assessment

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

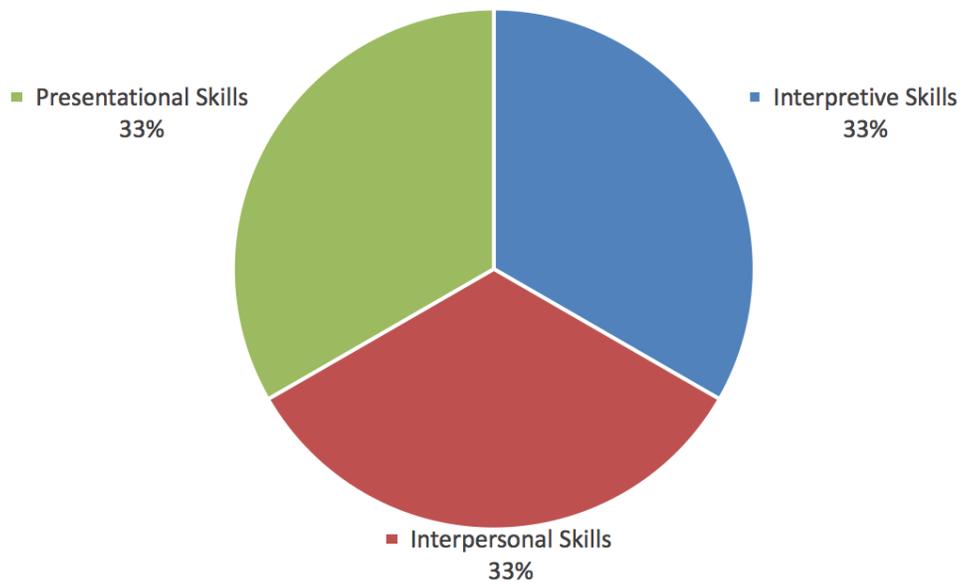
See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

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 NJSL 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



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		
<ul style="list-style-type: none"> ● BulletedListHere 		
Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> ● Preferential seating ● Repeating/simplifying of directions ● Ample use of visuals ● Use of manipulatives ● Strategic/flexible grouping and pairing ● Clear visual, verbal and demonstrative modeling ● Kinesthetic activities ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers 	<ul style="list-style-type: none"> ● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals 	<ul style="list-style-type: none"> ● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● 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 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:

- Global Challenges → Environmental Health and Endangered Species
- Personal and Public Identities → Let's Go Out to Eat and Learn Cognates
- Science and Technology → My classroom and school subjects

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	My Home and Household Chores	✓	✓	✓			
2	Let's Go Out to Eat and Learn Cognates	✓	✓	✓		✓	
3	My classroom and school subjects		✓			✓	✓
✓ = 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 5	Curricular Theme	Contemporary Life
Unit Title	My Home and Household Chores		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> ● How can I describe my house/apartment? ● How can I talk about my chores? ● How are adjectives used differently in Spanish? ● How do I describe what someone else does for household chores? ● How do I ask someone else what they do for household chores?
Enduring Understanding(s)	<p>In this unit, students will learn adjectives and the proper order of adjectives to describe their house/apartment. They will also be able to talk about different chores that they do around their home and when they have to do them. Students will ask others to describe their homes and what they do around their home.</p> <p><u>In the first two weeks of school, focus will be on basic conversational skills as a refresher and ice breaker.</u></p>

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.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.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
<ul style="list-style-type: none"> ● <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ● <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> ● <i>The template encourages multiple Interpretive tasks</i> ● <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ● <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> ● Respond to questions about the video: ● https://www.youtube.com/watch?v=paD8XUFaFE4 	<ul style="list-style-type: none"> ● Conversations between classmates about their homes and their chores. 	<ul style="list-style-type: none"> ● Create a visual representation of their house/apartment and describe it.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> ● I can understand someone’s household chore schedule. ● I can understand familiar vocabulary words when they are followed by visuals and signals in conversations. ● I can understand what kind of house is being described based on a “for sale” or for “rent ad.” ● I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational text.
Interpersonal	<ul style="list-style-type: none"> ● I can describe my house/apartment, including numbers of rooms and bathrooms. ● I can converse about my household chores and when I do them. ● I can ask and answer questions related to the unit theme. ● I can talk about what other members of my family do for chores.
Presentational	<ul style="list-style-type: none"> ● I can describe my house/apartment, including numbers of rooms and bathrooms. ● I can write about what chores I do at home and when I do them. ● I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. ● I can write about what other members of my family do for chores.

Supporting Functions	Supporting Structures/Patterns
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● Ask for and give information about their home. ● Describe household chores and when they’re done ● Use basic prepositions to describe locations of rooms around the house/apartment. ● Describe what other people do for chores. 	<p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● Identify gender/number rule of adjectives and word order. ● Identify first and third person forms of regular and irregular verbs. ● Recall days of the week to describe when chores are done.

Priority Vocabulary	Other Vocabulary
<ul style="list-style-type: none"> • Colors • days of the week • hay • grande • pequeño(a) • amplio(a) • espacioso(a) • angosto(a) • muy • bonito(a) • tiene • Yo vivo cerca de ____ • Yo vivo lejos de ____ • Yo vivo en ____ • la casa • el apartamento • En mi casa/apartamento hay ____ • el baño • el comedor • la sala • el cuarto • el despacho • la cocina • el garaje • el sótano • la planta baja • el primer piso • el segundo piso • el ático • el patio • los quehaceres • quito(a) el polvo • doy(da) de comer al perro/gato • saco(a) la basura • corto(a) el césped • lavo(a) los platos • limpio(a) el baño • cocino(a) • pongo (pone) la mesa • hago (hace) la cama • arreglo(a) el cuarto • lavo(a) el carro • paso(a) la aspiradora • lavo(a) la ropa • mi mamá • mi papá • mi hermano • mi hermana • los fines de semana • todos los días • a veces 	<ul style="list-style-type: none"> • Questions: ¿Vives en una casa o en un apartamento? ¿Cómo es tu casa?, ¿Cuáles son tus quehaceres? ¿Vives cerca de la escuela?, ¿Qué quehaceres hace tu familia?
Instructional Activities	

Key Learning Activities	Mode of Communication
Supporting videos: My house. Level A1, Aprender español: Partes de la casa (nivel básico), NEEM 1/NEEM Básico - Unidad 4 Una casa especial - subtítulo, RL1 • 6B • Videohistoria: Los quehaceres de Elena, Los Quehaceres, 11. Vocabulario - Quehaceres Domésticos [Learn Spanish]-[Aprender Español]	Interpretive
Speaking Activities: Think/Pair share, Inside/Outside Circle, Skits & Dialogues.	Interpersonal
Vocabulary games: Kahoot, Vocabulary Bingo, Flash Cards	Interpretive
Speaking activities: turn and talk, skits, role play	Presentational
Writing activity: create a household chore schedule, create a house for sale ad, draw and describe your home, write about your weekly chores.	Presentational
Listening: listen to stories about unit theme, act out chores	Interpretive
Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.	Interpretive - Interpersonal
Formative Assessment & Check Points	Mode of Communication
Four finger check, exit tickets, turn and talk, teacher observations, skits	
Vocabulary Quiz, Kahoot, interpretive tasks (using video or text)	
Video: https://www.youtube.com/watch?v=paD8XUFaFE4 Answer questions based on the video.	Interpretive
Speaking Task: conversations between classmates (describing home and chores)	Interpersonal
Presentational Task: draw and describe the student’s home	Presentational

Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>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.</i>
<ul style="list-style-type: none"> ● Teacher created/gathered materials, activities and visuals: ● Youtube ● Auténtico resources and activities ● La Casa interactive notebook activity ● Vocabulary Bingo cards ● Rockalingua resources and activities 	<ul style="list-style-type: none"> ● Kahoot ● Chromebooks ● YouTube videos and authentic videos ● Quizlet

21st Century Life and Career Standards

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

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 5	Curricular Theme	Personal and Public Identities
Unit Title	Let's Go Out to Eat and Learn Cognates		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • What is it like to go to a restaurant in a Spanish-speaking country? • What do I need to know to feel confident when I talk to the waiter? • How can I make reservations and communicate with restaurant staff in Spanish? • How can I place an order for different courses of the meal in Spanish? • How can I effectively communicate in the target language? • How do I decode language using the cues given to me in a variety of modalities? • How can I discern information from a literary sample and/or other authentic materials and respond appropriately.
Enduring Understanding(s)	<ul style="list-style-type: none"> • In this unit, students will learn how to communicate at a Spanish restaurant. Students will learn that there are cultural differences between a US restaurant and a Spanish restaurant, ordering from the menu, request utensils, and, paying your bill. The second part of this unit is learning Cognates.

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
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	<ul style="list-style-type: none"> • Respond to questions about the video: https://www.youtube.com/watch?v=nE21D5kR21s 	<ul style="list-style-type: none"> • Conversations between classmate, how to order at a Spanish restaurant, get a server’s attention, and how to interpret • Recognize cognates. 	<ul style="list-style-type: none"> • Create a Spanish menu. • Create a “Word Wall” with as many cognates as feasible.

Toolbox & Core Content

Can-Do Statements

Interpretive	<ul style="list-style-type: none"> • I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.. • I can understand familiar vocabulary words when they are followed by visuals and signals in conversations. • I can recognize the differences in food cultures. • I can comprehend the foods and beverages on a Spanish menu. • I can understand the difference between a cognate and a false cognate.
Interpersonal	<ul style="list-style-type: none"> • I can communicate answers to simple questions on known or memorized vocabulary words with the assistance of hand signals or visuals cues. • I can contribute to a conversation about the differences in food cultures. • I can R.S.V.P. to a peer’s invitation regarding his/her birthday party at a restaurant. • I can express basic needs and issues related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. • I can express Spanish and English cognates.
Presentational	<ul style="list-style-type: none"> • I can identify specific information about what kinds of foods and beverages I like using a mixture of practiced or memorized words, phrases and simple sentences. • I can give some simple information about foods based on pictures or photos. • I can share with a classmate restaurants and foods that might be familiar to them.

	<ul style="list-style-type: none"> ● I can label familiar foods, pictures or posters. ● I can say how much food items cost and state the total amount on a restaurant bill. ● I can work with a classmate to create a simple Spanish menu and present it to the class. ● I can work with my classmates to create a cognates “Word Wall”.
<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
<ul style="list-style-type: none"> ● Asking for and giving information. ● Identify foods and beverages on a Spanish menu. ● Order their own food and beverage. ● Respond to a birthday invitation. ● Identify examples and understands the significance of true and false cognates. ● Become a detective exploring the many cognates in Spanish and English. 	<ul style="list-style-type: none"> ● How to order food and beverages in a Spanish restaurant. ● How to read the menu in Spanish. ● how to respond to an invitation. ● How to state the total amount on a restaurant bill.
<p>Priority Vocabulary</p> <ul style="list-style-type: none"> ● Delicioso(a) ● Pedir ● El plato principal ● El postre ● Desayuno, almuerzo y cena. ● Azúcar, sal, y pimienta. ● La cuchara, tenedor, cuchillo, vaso, taza, plato y servilleta ● Camarero(a) ● Cuenta ● Menú ● A la derecha y izquierda ● Encima de ● Debajo de ● Detras de ● Delante de ● Refer to the following website for a list of Cognates: ● https://www.linguasorb.com/spanish/cognates/ 	<p>Other Vocabulary</p> <ul style="list-style-type: none"> ● Por favor, ¿Algo más?, De nada, Quiero ordenar (express food items and beverages), Está frío y muy caliente.
Instructional Activities	
Key Learning Activities	Mode of Communication
<p>Warm up videos: How to order food in Spanish, Conversation between customer to waiter in Spanish, At the restaurant in Spanish, Aprender español: Los alimentos (nivel básico), Spanish for Dining in a Restaurant, Practice Reading a Menu in Spanish, and Hablando Español - En el Restaurante, McDonald's "Night Run" Spanish TV Commercial, and McDonald's Spanish Commercial "Love the Most", IHOP-Spanish Commercial. Cognates vs False Cognates, Cognates and false cognates, Cognates - words that have similarities with English, 12 Spanish Cognates Rules, and English-Spanish Adjective Cognates.</p>	Interpretive
<p>Speaking activities: Think/Pair share, Inside/Outside Circle, Skits and dialogues.</p>	Interpersonal
<p>Vocabulary games: Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, and Slap down (flashcards), and Guess the cognate game.</p>	Interpretive
<p>Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.</p>	Interpretive - Interpersonal
<p>Listening activities: Listen to stories on certain unit themes.</p>	Interpretive
<p>Writing activity: Label foods and beverages on student created menu, list popular cognates.</p>	Presentational

Speaking activities: present and describe their uniquely created menu. Discuss cognates with a classmate.	Presentational
Formative Assessment & Check Points	Mode of Communication
Four finger check, exit tickets	
Vocabulary Quiz	
Video: https://www.youtube.com/watch?v=nE21D5kR21s	Interpretive
Speaking Task: create a client to server vice versa skit to reinforce how to order in a Spanish restaurant.	Interpersonal
Presentational task: present and describe their uniquely created menu.	Presentational

Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>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.</i>
<ul style="list-style-type: none"> ● Teacher created/gathered materials, activities and visuals: ● National Library of Medicine ● Youtube ● Quizlet ● Powtoon ● El Blog para Aprender Español ● iUniversity Prep ● Señorita Ruth ● Lirica - Learn Spanish With Music ● Baroquemusician1 ● https://www.youtube.com/watch?v=Ww2MnWe_gSs ● https://www.youtube.com/watch?v=x44lvdhWiMg ● https://www.youtube.com/watch?v=P-YqKQ6oZcg ● Some free suggested websites for worksheets and activities: ● How to make a menu: open up microsoft word and scroll all the way to the bottom. Open menu template. ● websites for worksheets and activities: ● https://www.lessonplanet.com/lesson-plans/spanish-restaurant-vocabulary/all ● https://busyteacher.org/classroom_activities-vocabulary/environment_and_nature-worksheets/ ● https://busyteacher.org/search.html?q=at+the+restaurant+in+spanish ● https://www.spanishplayground.net/spanish-food-vocabulary-printable-activities/ ● https://www.spanishplayground.net/spanish-food-vocabulary-printable-activities/ ● https://www.westamptonschools.org/Page/982 ● www.colorincolorado.org/sites/default/files/Cognate-List.pdf 	<ul style="list-style-type: none"> ● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials

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 5	Curricular Theme	Science and Technology
Unit Title	My classroom and school subjects		

Course Focus

Essential Question(s)	<ul style="list-style-type: none"> • How do I use another language to communicate with others? • What strategies can I use to communicate more effectively? • What is the Spanish-speaking world like? • What can I learn about my own language and culture from the study of others? • How do I demonstrate an understanding of similarities, differences, and interactions across cultures and languages. • How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?
Enduring Understanding(s)	In this unit, students will learn the various classroom objects and school subjects. They will also learn that nouns have a gender in Spanish and how to use the indefinite articles with masculine and female nouns (singular and plural forms).

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
<ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> • <i>The tasks follow the format of the IPA, but are integrated throughout the unit.</i> • <i>The template encourages multiple Interpretive tasks</i> • <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> • <i>The tasks incorporate 21st Century Learning.</i> 	<ul style="list-style-type: none"> • Respond to questions about the video: • https://www.youtube.com/watch?v=HfcrHBfqOgo 	<ul style="list-style-type: none"> • Conversations between classmates, getting to know your favorite and least favorite subjects. 	<ul style="list-style-type: none"> • Students will create their own class schedule using a template provided by the teacher.

Toolbox & Core Content

Can-Do Statements	
Interpretive	<ul style="list-style-type: none"> • I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts. • I can recognize some familiar words and phrases when I hear them spoken. • I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.
Interpersonal	<ul style="list-style-type: none"> • I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. • I can express my own preferences of time, using a mixture of practiced or memorized words, phrases, questions. • I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.
Presentational	<ul style="list-style-type: none"> • I can write an email to a Spanish speaking classmate, in another country, and describe my Spanish classroom. • I can list 5 suggestions that might help an exchange student adjust to my school. • I can demonstrate an understand of cultural differences. • I can list items I see every day (classroom objects and school subjects). • I can talk about my school schedule. • I can write my school schedule. • I can say what I like and don't like.

<p>Supporting Functions <i>Students will be able to:</i></p>	<p>Supporting Structures/Patterns <i>Students will know:</i></p>
<ul style="list-style-type: none"> ● Asking for and giving information. ● Identify in Spanish the names of classroom objects both in writing and aurally. ● Using manipulatives, students will be able to ask a partner if they have various classroom objects and respond appropriately when asked the same question. ● SWBAT collaborate with other members of a group to categorize classroom objects in Spanish using given criteria. ● Identifying locations (right, left, above, below, next to). ● Students will learn vocabulary relating to school subjects. ● Students will review the Spanish pronunciation rules and practice the school subjects' vocabulary 	<ul style="list-style-type: none"> ● How to describe classroom objects and school subjects. ● How to question for understanding. ● How to summarize new information in a graphical way. ● How to work on their creative quotient. ● How to use describing adjectives. ● How to use the verbs “Ser”, “Estar”, “Gustar”, and, “Tener” in the 1st and 2nd person.
<p>Priority Vocabulary</p>	<p>Other Vocabulary</p>
<ul style="list-style-type: none"> ● La bandera ● El libro ● La tiza ● El cuaderno ● La carpeta ● El bolígrafo ● El lápiz ● La pizarra ● El borrador ● El mapa ● La regla ● El cuadro ● El pupitre ● El estante de libros ● La clase ● El escritorio ● La papelera ● La silla ● La goma ● La pared ● El papel ● La ventana ● El sacapuntas ● El reloj ● La mochila ● Las ciencias ● La educación física ● El Español ● El Inglés ● La historia ● La geografía ● Las matemáticas ● La música ● La tecnología ● El arte ● El recreo ● La hora de comer ● El horario ● La/El Maestra(o) 	<ul style="list-style-type: none"> ● Questions: ¿Cuántas clases tienes los lunes?, ¿A qué hora tienes la clase de ___ los martes?, ¿Qué clases tienes los miércoles?, ¿Cuál es tu clase favorita y por qué?, ¿Qué es esto?, ¿Cuál es ese objeto?

Instructional Activities	
Key Learning Activities	Mode of Communication
Warm-Up Videos: En mi mochila roja (Spanish Classroom Objects), Learn Spanish Class Vocabulary with BASHO & FRIENDS, Objetos de la clase, Classroom Objects Rap, Classroom objects in Spanish Beginner Spanish Lessons for Children, School Subjects + I Learn Spanish!, What's your favorite subject in school? - ¿Cuál es tu materia favorita?, "Pañuelito" (full) Spanish children's song for prepositions of location, Amiguito - Spanish poem dance & song for children (left, down, up, right, turn around), Ubicación en el espacio: arriba, abajo, izquierda y derecha Videos Educativos para Niños, Spanish classroom objects, and La mochila - Spanish school supply vocabulary, La escuela, las asignaturas, ¿Cuál es tu materia favorita?, Las asignaturas and Las Asignaturas en la Escuela	Interpretive
Speaking activities: Think/Pair share, Inside/Outside Circle, Skits and dialogues.	Interpersonal
Vocabulary games: Kahoot, Vocabulary Bingo, Play 10 questions to ask one another, Charades, and Slap down (flashcards), Around the World, and Guess the cognate game.	Interpretive
Learning Centers: divide class into 3-4 groups depending on size of class, create different stations with activities based on theme.	Interpretive - Interpersonal
Listening activities: Listen to stories on certain unit themes.	Interpretive
Writing activity: Make a bookmark with a Spanish quote on it and create a class schedule.	Presentational
Speaking activities: present and describe their uniquely created bookmark and class schedule.	Presentational
Formative Assessment & Check Points	Mode of Communication
Four finger check, exit tickets	
Vocabulary Quiz	
Video: https://www.youtube.com/watch?v=HfcrHBfqOgo	Interpretive
Speaking Task: conversations between classmates (getting to know your school schedules).	Interpersonal
Presentational Task: bookmark and class schedule.	Presentation
Resources	Technology Integration
<i>Essential materials, supplementary materials, links to best practices</i>	<i>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.</i>
<ul style="list-style-type: none"> ● Teacher created/gathered materials, activities and visuals: ● Youtube ● Señor Nailon ● Basho & Friends Videos ● Maestra Erin ● Spanish Games ● Como digo ● Calico Videos ● Ibrahim Miah ● Patti Lozano ● BrainPop ● Goanimate ● Spainlover5678 ● Pinterest <ul style="list-style-type: none"> ● Some free suggested websites for worksheets and activities: ● http://spanish4teachers.org/elementaryspanishresources/ 	<ul style="list-style-type: none"> ● SmartBoard Activities ● Kahoot ● Chromebooks ● YouTube videos and authentic commercials

- <https://www.spanishkidstuff.com/worksheets/school-classroom-objects.html>
- <https://www.tes.com/teaching-resource/school-subjects-spanish-worksheet-3003878>
- <https://rockalingua.com/worksheets/school-objects-and-subjects-worksheet-0>
- <https://www.wordtemplatesonline.net/bookmark-template/>

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>