

World Language Curriculum Guide Grade 3



Revised 2025

By: Erika Velez

Table of Contents

Goals

Philosophy

World Language Practices

3 Modes of Communication

Standards in Action

Types of Assessments

Grades K Instructional Units

Greetings and Farewells and Ask and State Feelings

School Supplies & Classroom Objects What items do we use in a classroom?

Family and Pets

Clothing and Body Parts

Colors, Shapes, Sizes

Weather, Seasons and Numbers Calendar, Dates, Birthdates

Goals

1. To gain proficiency in the three modes of communication (Interpersonal, Interpretive and Presentational) in a world language utilizing common words, phrases, simple sentences, and stories.
2. To appreciate and understand a variety of cultures and traditions of Spanish-speaking countries, by teaching tolerance through the contributions of all people (“One Human Family”)
3. To encourage students with the opportunity to better understand their own language and culture through the study of others, to better prepare them as Global Citizens.

Philosophy

Language, communication and culture are at the heart of the human experience; therefore, programs to teach, develop, and enhance communication are essential. For this reason, the study of a world language is considered an integral part of the education of every child.

Understanding that world language expands our ability to communicate, enhances our understanding of our native language, provides us with insights into other cultures, and helps us recognize and appreciate both the diversity as well as the commonalities of the world’s people. These are certainly worthy educational goals.

The in-depth study of a world language has been shown to have a positive impact on students’ academic achievement, and the enhancement and improvement of their communicative facility with their own language. Students who study a world language often have a better vocabulary in their native language, higher levels of reading achievement, improved auditory discrimination and memory skills, and a better understanding of grammar in general. Students who gain proficiency in world languages enhance their college and career readiness.

Since the exposure to world language has positive effects on academic skills, future school choices, vocational expectations, and a better understanding of all people, this curriculum outline has been developed in the hope that it will positively benefit the students of our region.

World Language Practices

1. Communicate (in a variety of situations for multiple purposes)
2. Cultures (use language to understand perspective and practices of cultures)
3. Connections (compare language to their own)
4. Comparisons (develop cultural competency)
5. Communities (interact and collaborate in globalized world)

Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

3 Modes of Communication

Goal by the end of Grade 8: Novice High

Based on the number of hours devoted to world language instruction in the High Point Region, students in grades 5- 8 will meet the ACTFL guidelines that describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012) at the following levels:

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

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Novice High: 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.

Interpretive Mode: Interpreting meaning from listening, viewing, and reading culturally authentic materials

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

Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode: Between and among people is the exchange of information and the negotiation of meaning

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

Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning

Presentational Mode: Presenting information, concepts and idea to an audience of listeners or readers for a variety of topics

Presentational Mode of Communication In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

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

Standards in Action

The regional districts believe in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

[Career Readiness, Life Literacies, and Key Skills](#)

[Climate Change Education](#)

[Contributions of Disabled and LGBT Individuals](#)

[Holocaust Education](#)

[Amistad Commission](#)

[Social and Emotional Learning](#)

[Diversity, Equity and Inclusion](#)

[Asian American Pacific Islander](#)

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

[Formative, Summative, Alternative, and Benchmark Assessments](#)

Grade 1 Instructional Unit	
Family and Pets	
Pacing: 6 weeks	
Transfer Goal: Students will be increasingly able to independently use their learning to... Recognize that families play an important role no matter what part of the world you are from. - Who are the members of your family? - What animals live in different habitats?	
Essential Questions: Students will keep considering... - What is considered a family in different parts of the World? - Why is learning about family members important?	Enduring Understandings: Students will understand that... Families play an important role no matter what part of the world you are from.
Assessment Transfer Task Formative Assessments (Ongoing Checks for Understanding)	
Purpose: To monitor student learning and provide immediate feedback for improvement.	
Flashcard Matching: - Students match Spanish words for family members (<i>mamá, papá, hermano, hermana</i>) and pets (<i>perro, gato, pez</i>) to corresponding pictures. Think-Pair-Share: - Students pair up and describe one family member or pet in Spanish using simple sentences (e.g., <i>Mi mamá es bonita. Tengo un perro.</i>). Listening & Identification Game: - The teacher says a family member or pet in Spanish, and students point to or hold up the corresponding picture. Total Physical Response (TPR): - The teacher gives commands like <i>Toca al hermano</i> or <i>Imita un gato</i>, and students respond accordingly. Sorting Activity: - Students sort picture cards into categories of family members and pets and say the words in Spanish.	
Benchmark Assessments (Mid-Unit Checkpoints)	

Purpose: To measure progress and ensure students are on track to meet learning objectives.

1. **Family Tree Activity:**

- Students create a simple **family tree** using cutouts or drawings, labeling family members in Spanish.

2. **Listening Comprehension Task:**

- The teacher describes a family (*Tengo una mamá, un papá y un hermano. También tengo un gato.*), and students draw what they hear.

3. **Oral Practice:**

- Students introduce their family using sentence starters (e.g., *En mi familia hay...*).
- They practice **saying their family members' names and pets in Spanish** with a partner.

4. **Label the Family and Pets:**

- Students place **pre-made labels** on family member and pet illustrations.

Summative Assessments (Final Evaluations)

Purpose: To evaluate students' ability to apply what they've learned in different contexts.

1. **Family and Pet Poster Presentation:**

- Students create a drawing of their family and any pets, then present it in Spanish (e.g., *Esta es mi familia. Tengo un hermano y un perro.*).

2. **Mini-Performance: Role-Playing Family Introductions**

- Students **act out a family scene** with classmates, introducing family members and pets in Spanish.

3. **Listening & Response Game:**

- The teacher tells a short story about a family and their pets, and students answer **yes/no** or **multiple-choice questions**.

4. **Describe a Mystery Family:**

- Students receive a drawing of a family and **describe the members** using Spanish vocabulary.

Alternate Assessments (Flexible Options for Differentiation)

Purpose: To provide additional ways for students to demonstrate understanding.

1. **Puppet Show or Stuffed Animal Play:**

- Students **use puppets or stuffed animals** to act out family interactions and introduce their "family" in Spanish.
- 2. **Sticker or Magnet Board Activity:**
 - Students place stickers or magnets representing **family members and pets** on a board as they name them.
- 3. **Hands-On Sensory Table:**
 - Students feel and sort toy animals, **identifying them in Spanish** as they place them in different habitat boxes.
- 4. **Interactive Calendar Connection:**
 - Students talk about their **family members' birthdays** using **dates and numbers in Spanish**.

Primary Interdisciplinary Connections:

Social Studies, Visual and Performing Arts, English Language Arts, Math

Career Awareness, Life Literacies and Key Skills

1. Financial Literacy (NJSLS 9.1)

- **Standard: 9.1.2.CR.1** – Recognize ways that people express needs and wants in different situations.
- **Standard: 9.1.2.PB.2** – Explain why an individual would choose to save money for the future.
- **Application in the Unit:**
 - **Needs vs. Wants in the Classroom:** Students will practice asking for **classroom objects** using "necesito" (need) vs. "quiero" (want) to **differentiate between essential and optional items**.
 - **Classroom Store Simulation:** Students will role-play buying classroom supplies using pretend money, understanding that we must **prioritize important purchases**, just like in real life.
 - **Saving Materials for Future Use:** Discussion on why we need to take care of classroom materials (pencils, crayons, books) and how **saving them** instead of wasting them is like saving money.

2. Career Awareness, Exploration, and Preparation (NJSLS 9.2)

- **Standard: 9.2.2.CAP.1** – Make a list of different types of jobs and describe the skills associated with each job.
- **Standard: 9.2.2.CAP.3** – Define entrepreneurship and identify the characteristics of an entrepreneur.
- **Application in the Unit:**
 - **Jobs That Use Classroom Objects:** Students will explore different careers that involve classroom materials (e.g., **teachers use whiteboards, scientists use notebooks, artists use markers**).
 - **Entrepreneurial Thinking:** Students will brainstorm **how they would design a new school supply** and what makes their idea useful.

- **Collaboration and Presentation:** Students will **describe their classroom using Spanish vocabulary** as if they were a **teacher giving a tour** to a new student.

3. Digital and Media Literacy (NJSLS 9.4)

- **Standard: 9.4.2.TL.2** – Create a document using a word processing application.
- **Standard: 9.4.2.GCA.1** – Identify attributes of a culture and illustrate examples of how they are reflected in different regions.
- **Application in the Unit:**
 - **Digital Labeling Activity:** The teacher will use **Canva or a Smartboard activity** where students drag and drop classroom object labels onto a digital image.
 - **Comparing Classrooms Across Cultures:** Students will view images of **classrooms from Spanish-speaking countries** and compare how their materials are similar or different.
 - **Creating a Classroom Poster:** Students will **illustrate and label** a classroom scene using Spanish words and present it to the class.

NJ Student learning Standards 2020

To use the language by engaging in conversation, demonstrating understanding, and interpreting spoken and written language.

Interpretive Mode:

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather. Extended families, the influence of families on the individual, family name Various countries that animals are from; how animals sound different in different countries; how animals are used by native people Learners recognize and identify a few typical practices of the target culture. Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Interpersonal Mode:

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.	
Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Interpersonal Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather Extended families, the influence of families on the individual, family name Various countries that animals are from; how animals sound different in different countries; how animals are used by native people Learners recognize and identify a few typical practices of the target culture Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Presentation Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.	
Core Idea	Performance Expectation
Presentation communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentation Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather, colors, shapes Extended families, the influence of families on the individual, family name Various countries that animals are from; how animals sound different in different countries; how animals are used by native people

	Learners recognize and identify a few typical practices of the target culture. Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Instructional Tools/Materials/Resources/Integration of Technology: realia, dialogues, games, visuals, YouTube	
One Human Family <u>La canción de la familia</u> <u>La Familia Grande - Barbara MacArthur - Spanish family vocabulary</u> <u>Como es tu familia?</u>	
Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. ☰ Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	

Grades 2 Instructional Units	
Clothing and Body Parts What do we wear? What are the parts of the body?	
Pacing: 6 – 8 Weeks	
Transfer Goal: Students will be increasingly able to independently use their learning to... Differentiate that culture impacts attire.	
Essential Questions: Students will keep considering... Why is it important to communicate about clothing and body parts? How is clothing affected by where you live?	Enduring Understandings: Students will understand that... Cultures dress according to the climate of where they live. Body types are perceived differently by different cultures.
Assessment Transfer Task Read a paragraph describing a monster and draw a picture based on that reading. Write a paragraph describing a monster of their own creation and have the class draw the picture based on their reading.	
Primary Interdisciplinary Connections: Social Studies, Visual and Performing Arts, English Language Arts, Math	
<u>Career Awareness, Life Literacies and Key Skills</u> 1. Financial Literacy (NJSLS 9.1) ● Standard: 9.1.5.CR.1 – Identify ways different cultures within the United States and around the world express themselves through clothing. ● Standard: 9.1.5.PB.2 – Describe choices consumers have with money (saving, spending, and donating). ● Application in the Unit: ○ Cultural Attire Exploration: Students will research and compare traditional clothing from Spanish-speaking countries and discuss how culture and climate influence fashion. ○ Budgeting for Clothing Activity: Students will plan a clothing budget for different seasons and occasions, deciding when to save vs. spend on essential vs. luxury items. ○ Sustainability in Clothing: Discussion on how donating or repurposing clothes benefits the environment and community. 2. Career Awareness, Exploration, and Preparation (NJSLS 9.2) ● Standard: 9.2.5.CAP.1 – Evaluate personal interests and strengths in relation to a career goal. ● Standard: 9.2.5.CAP.3 – Identify careers that use clothing design, body movement, or personal styling. ● Application in the Unit:	

- **Career Exploration:** Students will explore careers related to **clothing and body movement**, such as **fashion designers, tailors, doctors, physical therapists, and fitness trainers**.
- **Dress for the Job:** Students will **match careers with appropriate attire**, discussing why certain clothing is necessary for specific professions.
- **Entrepreneurial Thinking:** Students will **design a clothing item** based on **function, culture, or climate** and present their idea as a "pitch" to the class.

3. Digital and Media Literacy (NJSLS 9.4)

- **Standard: 9.4.5.TL.3** – Select and use digital tools to plan and organize information.
- **Standard: 9.4.5.GCA.1** – Analyze how media influences clothing trends across cultures.
- **Application in the Unit:**
 - **Canva Clothing Catalog:** Students will create a **digital catalog of clothing styles** from different regions and explain their function.
 - **Analyzing Media & Fashion Trends:** Students will examine how **advertisements and social media** influence what people wear and compare it to traditional clothing.
 - **Interactive Body Parts & Clothing Labeling:** Using **Smartboard activities**, students will drag and drop labels onto a digital image of a person to **match body parts and clothing** in Spanish.

NJ Student Learning Standards 2020

To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language

To use the language by engaging in conversation, demonstrating understanding, and interpreting spoken and written language.

Interpretive Mode:

Novice Low: learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather, colors, shapes Different cultural dress in different areas, body language
Learners recognize and identify a few typical practices of	Greetings based on different levels of language formality within the family, similarities and differences of school

the target culture.	supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.
Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.	
Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Interpersonal Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture	Family members, school supplies, pets, weather Different cultural dress in different areas, body language Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.	
Core Idea	Performance Expectation
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentational Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather Different cultural dress in different areas, body language

Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
One Human Family <u>LA ROPA ¿QUÉ ROPA LLEVAS?</u> (What clothes are you wearing / do you wear?) RAP - Spanish song <u>¿Qué me pongo hoy?</u> <u>La Canción de la Ropa</u>	
Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. ☰ Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	

Grades 3 Instructional Unit	
Colors, Shapes, Sizes What are color, shape and size words?	
Pacing: 4 – 6 weeks	
Transfer Goal: Students will be increasingly able to independently use their learning to... Acknowledge that target language vocabulary may enhance their native language vocabulary.	
Essential Questions: Students will keep considering... Why do we need to learn the vocabulary for colors, shapes, and sizes?	Enduring Understandings: Students will understand that... Learning this vocabulary will enhance their native language vocabulary.
Assessment Transfer Task Draw a picture using basic shapes and colors and write a paragraph describing their picture. A partner will read the paragraph and draw a picture based on the reading.	
Primary Interdisciplinary Connections: Social Studies, Visual and Performing Arts, English Language Arts, Math	
<u>Career Awareness, Life Literacies and Key Skills</u> WRK.K-12.P1 Act as a responsible and contributing community members and employee. WRK.K-12.P3 Consider the environmental, social and economic impacts of decisions. WRK.K-12.P4 Demonstrate creativity and innovation. WRK.K-12.P5 Utilize critical thinking to make sense of problems and persevere in solving them. WRK.K-12.P6 Model integrity, ethical leadership and effective management. WRK.K-12.P8 Use technology to enhance productivity, increase collaboration and communicate effectively. WRK.K-12.P9 Work productively in teams while using cultural/global competence.	
NJ Student Learning Standards 2020 Rationale: (Goal/NJ Student Learning Standards Description) To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language To use the language by engaging in conversation, demonstrating understanding, and interpreting spoken and written language. Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts. Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	
Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and

	requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	Family members, pets, school supplies, animals, weather, colors, shapes Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture	Family members, school supplies, pets, weather, colors, shapes Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Interpersonal Mode: Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.	
Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Interpersonal Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather, colors, shapes Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Learners recognize and identify a few typical practices of the target culture	
Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals. Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	
Core Idea	Performance Expectation
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentational Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	Family members, school supplies, pets, weather, colors, shapes Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Instructional Tools/Materials/Resources/Integration of Technology: Visuals, posters, songs, realia	
One Human Family ¿De qué color es? (Spanish Colors Song) Cultural color symbolism	
Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. ☰ Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	

Grades 4 Instructional Units	
Weather, Seasons and Numbers Calendar, Dates, Birthdates	
Pacing: Weather, Dares, Birthday's: Ongoing throughout the year Seasons: 2 weeks	
Transfer Goal: Students will be increasingly able to independently use their learning to... Appreciate differences in climate, seasons, and calendar around the world. How do we describe the weather and seasons? How do you count and identify numbers in Spanish? How do you say your birth date? How do we write dates?	
Essential Questions: Students will keep considering How do seasons and climate differ in different parts of the World? How does the calendar differ throughout the world?	Enduring Understandings: Students will understand that... It is important to learn about differences in climate, seasons, and calendar around the world.
Assessment Transfer Tasks Create a calendar and put birthdays of your family and major holidays. Create a poster that includes the four seasons and shows the weather for each season and present it to the class. Read a paragraph about various holidays and birthdays and answer questions.	
Primary Interdisciplinary Connections: Social Studies, Visual and Performing Arts, English Language Arts, Math	
<u>Career Awareness, Life Literacies and Key Skills</u> WRK.K-12.P1 Act as a responsible and contributing community members and employee. WRK.K-12.P3 Consider the environmental, social and economic impacts of decisions. WRK.K-12.P4 Demonstrate creativity and innovation. WRK.K-12.P5 Utilize critical thinking to make sense of problems and persevere in solving them. WRK.K-12.P6 Model integrity, ethical leadership and effective management. WRK.K-12.P8 Use technology to enhance productivity, increase collaboration and communicate effectively. WRK.K-12.P9 Work productively in teams while using cultural/global competence.	
NJ Student Learning Standards 2020 Rationale: (Goal/NJ Student Learning Standards Description) To use the target language to engage in conversation, demonstrate understanding and interpret spoken and written language	
Interpretive Mode: Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in	

informational and fictional texts.

Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
Interpretive Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	Family members, pets, school supplies, animals, weather, colors, shapes Climate of different countries; seasons are opposite in South America Birthday celebrations How the calendar is different; not capitalizing months and days Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people.

Interpersonal Mode:

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Interpersonal Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather, colors, shapes Climate of different countries; seasons are opposite in South America Birthday celebrations

Learners recognize and identify a few typical practices of the target culture	How the calendar is different; not capitalizing months and days Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Presentational Mode: Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals. Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	
Core Idea	Performance Expectation
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Presentational Mode: Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	Family members, school supplies, pets, weather, colors, shapes Climate of different countries; seasons are opposite in South America Birthday celebrations How the calendar is different; not capitalizing months and days Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.
Cultural connections: Climate of different countries; seasons are opposite in South America Birthday celebrations How the calendar is different; not capitalizing months and days	
Instructional Tools/Materials/Resources/Integration of Technology: SmartBoard, TPR, dialogues, songs, Skits, YouTube, poetry	
One Human Family Holiday celebrations, traditions (climate, weather, geography) <u>Learn Spanish Greetings - Hola Amigo - with BASHO & FRIENDS</u> <u>Learn Songs for Basic Spanish Words, Phrases, Days of the Week, and More</u> <u>Learn the Months of the Year in Spanish Song - Kids Spanish songs</u> Count to 1000 in Spanish with BASHO & FRIENDS - [Viewer's Choice]	
Modifications, and Accommodations for students with IEP's 504's, At Risk, G&T or LEP student as individual students require support in learning the following linked document provides support through potential modifications and accommodations for students with IEP's 504's, At Risk, G&T or LEP students. Student's individualized plan is the first resource for modification and accommodations. ☰ Modifications and Accommodations for IEP, 504, At Risk, G&T and LEP Student	