

Elementary Spanish Grade 5

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Sample Time Period**
Length: **One Year**
Status: **Not Published**

Title Page, Table of Contents, Statement of purpose

Title Page:

Spanish Grade 5 Curriculum
Samsel Upper Elementary School
Length: One Year Elective Once Per Week

Written by: Annie Grillo, September 2021
Approved by SBOE:

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Statement of Purpose:

The 5th Grade World Language program is designed to expose students to the Spanish Language and Culture. In order to encourage and develop the student's ability to communicate in a low-stress environment, the program begins slowly so that those students who have never had a formal education in Spanish can feel confident in participating. For those students that already have had Spanish, this introductory period will serve as a review while at the same time introducing new terms and expressions. The expectation is that the student will be able to communicate in the three modes of communication: Interpretive, Interpersonal, and Presentational at the *Novice-Mid Level*. They will also develop an understanding and appreciation for the different cultures in Spanish speaking countries including the celebration of Hispanic Heritage Month, and Cinco de Mayo. Students in 5th grade will recognize and recite and identify old and new introduction phrases. Students will recite daily calendar warm-up activities. Example: Day of the week, month, and date. Students will know the Spanish alphabet, vowel sounds, difference between masculine and feminine nouns and the correct usage of definite/indefinite articles in content. Students will continue to identify and describe people or things. Express likes/dislikes along with activities associated with verbs. Students will state the correct time along with basic classroom objects and subject/commands. Finally, students will learn and be able to communicate about pollution and recycling in their neighborhood and throughout the Spanish speaking countries. As technology continues to evolve so will the method of instruction. The Curriculum will be presented using various forms of media (i.e. Google applications, School tube, Songs, Videos provided through other digital platforms, Power Points (Teacher created) and also Teacher Classroom Instruction with –Total Physical Response).

Unit 1: All About Me

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Sample Time Period**
Length: **17 weeks/ 17 Lessons**
Status: **Not Published**

Unit 1: All About Me

Summary of the Unit: Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. The Unit will begin with an introduction to Hispanic Heritage. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational: They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations.

Enduring Understandings

Enduring Understanding: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) The purpose of language study is to communicate so I can understand others and they can understand me.

Essential Questions

Essential Questions: Students will understand of the important role that Hispanic Americans have played in the culture and growth of the United States.

How do I describe my physical characteristics and personality qualities in Spanish?

How do I express my likes and dislikes in Spanish?

Summative Assessments and or Summative Criteria

Summative Assessment and/ or Summative Criteria to demonstrate mastery of the Unit:

On a Google Slide, have students write self-descriptions in the target language. They should include their physical descriptions, personality qualities, likes and dislikes. Students will send slides to the teacher, then teacher will randomly have a student read the slide. Students will be asked to guess the name of the person who created the slide.

Example Slide:

Yo soy alto y delgado. Tengo pelo rubio y ojos azules. Soy inteligente. Me gusta montar en bicicleta. No me gusta hablar por teléfono.

Resources

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

<http://www.schooltube>

www.worldatlas.com

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Hispanic Heritage	4 days	Develop an understanding of the diversity that exists within Hispanic American Culture.	1.Students will be invited to read historical biographies of Hispanic American and complete a comprehension questionnaire that applies to	-Questionnaire and Teacher/student discussion. -Country Fact Hunt Worksheet	7.1.NM.IPRET.5 SOC.6.1 TECH.8.1.5 LA.RL.5.9

each -Venn Diagram
biography.

2.Students will use research skills to learn about countries with Hispanic heritage. They will explore and compare/contrast countries in areas such as culture, history, geography, economics, and government.

1.Students will be introduced to Singular /Plural Pronouns by watching a video.

2.Students will create two Hand Print Patterns, one for Singular Pronouns and one for a Plural Pronouns. Each pattern will have a pronoun written in Spanish on the front of each finger and English on the

-Students answers according to the pictures displayed on a slide.

Acquire the use of Spanish Pronouns by utilizing the Pronouns in various activities.

Pronouns 4 days
(Singular/Plural)

back of the finger (finger will be folded to the front). Students will paste this pattern onto their Spanish Interactive Notebook.

-A completed activity page for homework/classwork using the digital platform Kami. 7.1.NM.IPRET.1

7.1.NM.IPRET.2

7.1.NM.IPRET.3

-Checking for Understanding using thumbs up or down. 7.1.NM.IPERS.1

7.1.NM.IPERS.5

-Teacher observation/discussion

-Google Forms quiz

1. Students will use Quizlet (digital platform) to acquire new vocabulary by using flashcards, and interacting with different learning activities to learn terms and definitions.

2. Students will also create their own flashcards and place them in their Spanish Interactive Notebook.

3. Creating mnemonic devices to help remember

words.

Introduction to 3 days vocabulary words and phrases.	Acquire new vocabulary to describe self and others.	1. In a cooperative group, one student will describe a well- known person; other group members will guess the person.	-Students will take turns calling out the vocabulary word displayed on a PP.	-Students will complete activity pages for homework/classwork	
		2. Each student will write down one physical feature about himself or herself on a piece of paper. The group will select various descriptions and create a new student.	using a digital platform.	-Checking for Understanding using thumbs up or down.	7.1.NM.IPRET.1 7.1.NM.IPRET.2
		3. In groups of three or four students, each group will select a popular television show. They will identify several characters and describe the different personalities. Another group will guess the program.	-Teacher observation/discussion	7.1.NM.IPRET.3 7.1.NM.IPERS.1	
		4. One student will say the name of a famous person,	7.1.NM.IPERS.5		

		another student gives the name of another famous person. The remaining students will each write down one sentence comparing the two.	-Lesson checkpoints, digital homework, teacher observation, partner discussions and interactions.
		5. Students will think of a cartoon character and describe this character to his/her partner. Partner has to draw the description based on what he/she hears. Switch roles.	-Checking for Understanding using thumbs up or down. -Venn diagram
		Recognize descriptions of people as found in culturally authentic oral and written texts.	- On a Google Slide, have students write self-descriptions in the target language. They should include their physical descriptions, personality qualities, likes and dislikes. Students will send slides to the teacher, then teacher will randomly have a student read the slide. Students will be asked to guess the name of the person who created the slide.
		Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.	6. Students will create a video describing themselves using Screencastify.
Physical Characteristics (using tener and ser) and	6 days	Describe self and others.	
Personality			7.1.NM.IPRET.1
Qualities (using ser)			-Student descriptions of the characters/personalities on popular television shows.
			7.1.NM.IPRET.2
			7.1.NM.IPRET.3
			7.1.NM.IPERS.1
			7.1.NM.IPERS.5
			-Sentences comparing famous
			7.1.NM.IPRSNT.1

people.

7.1.NM.IPERSNT.3

-Summative test on Google Forms. 7.1.NM.IPERSNT.4

7.1.NM.IPERSNT.5

LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
SOC.6.1	U.S. History: America in the World
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Modifications for Special Education Students:

Repeat, Clarify and Modify directions when necessary.

Allow for additional time when needed.

Refocus to task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Vary assessments.

Assign peer assistance.

Provide individual help.

Create lesson reminders.

Extension Activities

Suggested Technological Innovations/Use

Suggested Technological Innovations/ Use:

Visit websites

Use computers, chrome books, and/or iPads Web quests

Cross Curricular/21st Century Connections

Cross Curricular/ 21st Century Connections: Standards 1, 2, & 3 CCSS-ELA Reading.

Standard 4, 5, & 6 CCSS-ELA Writing

Standard 1 & 4 CCSS-ELA Speaking & Listening.

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration,

and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

Cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

Unit 2: School Days

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Sample Time Period**
Length: **19 weeks**
Status: **Not Published**

Unit 2: School Days

Summary of the Unit: Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school. Students will learn Spanish numbers 0-100 and how to apply them in real life situations. Students will learn about the cultural aspects of Cinco de Mayo and its influence in the United States. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to classroom objects and classroom setup.

Presentational: They use lists, chunks of language, and memorized phrases to describe their classroom and compare it with one in the target culture.

Enduring Understanding:

Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Essential Questions:

How do I talk about my school schedule in Spanish?

How do schools compare cross culturally?

How do I show appreciation in the target culture?

Summative Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit.

You are a foreign exchange student for the year in Mexico. The school you are attending has a Parent Swap Day, and your host mother is going to take your place in school for the day. You really appreciate this, and you want to give her all the information she needs to get to the right classes. Listen as your teacher gives you the information that you should use to fill in the chart below in order to help you remember what to tell her about your schedule, including the class, the time, the room, and the teacher. Be sure to tell her to study (*Estudia mucho*) at the end. Swap your schedule with another student and respond to questions about their schedules.

Clase Hora Número de sala Profesor(a)

Resources

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/>

<http://www.actfl.org/about-the-american-council-the-teaching-foreign-languages>

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Introduction to vocabulary words	4 days	Acquire new vocabulary words and phrases to read	1. Introduce students to the theme of the Unit, school schedules, and subjects by discussing what their school	-Students will complete activity pages for homework/classwork	7.1.NM.IPRET. 1 7.1.NM.IPRET.

and phrases for School Subjects, Ordinal numbers, School activities, School supplies and telling time.

listen to, and understand information about the school day.

day is like now. Ask students to predict what some of the vocabulary words may be, based on the context.

rk using a digital platform Kami. 2

7.1.NM.IPRET. 3

2. Students will use Quizlet (digital platform) to acquire new vocabulary by using flashcards, and interacting with different learning activities to learn terms and definitions.

-Students will take turns calling out the vocabulary word or phrase displayed on a PP. 7.1.NM.IPRET. 4

-Checking for Understanding using thumbs up or down.

3. Students will also create their own vocabulary clipart and use them as flashcards to be place them in their Spanish Interactive Notebook.

-Teacher observation/discussion

4. Creating mnemonic devices to help remember words.

-Summative test at the end of the Unit using Google Forms.

School Supplies	3 days	Classify nouns (school supplies) with their Definite/Indefinite articles according to gender and number.	1. Students will listen to the teacher's explanation of the Spanish grammar rule for Definite/Indefinite articles and their proper usage. Teacher will proceed to show a video to reinforce grammar rule.	7.1.NM.IPRET .1
			2. Students will fill in a chart with singular and plural, definite and indefinite forms of the words given.	7.1.NM.IPRET .2
			3. Students will complete each sentence with the correct words form the chart including the correct definite or indefinite article.	7.1.NM.IPRET .3
			-Students will complete a questionnaire on Google forms.	
			-Online Exit Ticket	
			-Class activity sheet	

School Subjects and Activities associated with school (including ordinal numbers)	6 days	Interpret a class schedule.	Students will listen to a script in Spanish about a student making several statements about her school day and schedule. Students will give a "thumbs-up" sign if what she says is true or "thumbs-down" sign if what she says is false.	7.1.NM.IPRE T.1
				7.1.NM.IPRET .2

7.1.NM.IPRET

.3

-Teacher observation/discussion

-Teacher can ask students to write cierto o falso on a sheet of paper after each statement.

Create a daily class schedule

Students will watch a video in the targeted language on “El primer dia de clases.” Have students figure out the dilemma one student has with her schedule and discuss in class. After discussion have students create a Google slide with their daily schedule and read them to the class.

7.1.NM.IPRET

.1

7.1.NM.IPRET

.2

7.1.NM.IPRET

.3

7.1NM.PRSNT

.1

7.1NM.PRSNT

.2

- Google Slide presentation to the class.

7.1NM.PRSNT

.5

- Teacher observation

1.Compare and contrast daily school day between American and Hispanic schools.

-Completed diagram of daily schedule, times and locations of classes.

Identify extra-curricular activities typical in the

2.Interview a student about daily schedule and where they go

3.Using flash cards describe

7.1.NM.IPRET

	target culture.	all possible activities that are possible in displayed class.	.1
		4. Chart the favorite activities of the students in the classroom by asking appropriate questions.	7.1.NM.IPRET. 2
		-Venn diagram comparing and contrasting American and Hispanic schools.	7.1.NM.IPRET. 3 7.1.NM.IPERS. 1
		-Written interview with a student about their daily schedule and where they go.	7.1NM.PRSNT. 1 7.1NM.PRSNT. 2
		-Descriptions of activities using flashcards.	7.1NM.PRSNT. 5
		-Chart of favorite activities from students in the class.	
		-Summative test at the end of the Unit.	
Numbers, 5 days Expressions, and Structures necessary for Telling Time	Use oral response to demonstrate understanding of classroom routines.	1. Identify the numbers 0- 60 using flash cards. (also use: media, cuarto, de la mañana, de la tarde, de la noche, son las, a las) Practice using the interactive website: www.spanishspanish.com/time/clock_web.html	Listening activity: 7.1.NM.IPRET. Instructions to the student: Your teacher will read aloud a selection about Susana's day. Listen and write the answers to the following questions. You may write in English and you do not have to write complete 7.1.NM.IPRET. 2 7.1.NM.IPRET. 3 7.1.NM.IPERS. 1 7.1NM.PRSNT. 1

sentences.

7.1NM.PRSNT.

2

2. Using mini clocks students will show what time is being said by the teacher to show they understand.	Instructions to teacher: Read the following selection to the students twice. Pause for two seconds between each sentence. The students will have their activity sheet to take notes and answer as you are reading:	7.1.NM.IPF
	<i>Susana es una estudiante mexicana. Tiene muchas clases. En la primera hora tiene la clase de matemáticas. Es su clase favorita porque la profesora es muy buena. En la segunda hora tiene la clase de inglés. Ella aprende a hablar muy bien. La clase de ciencias es a las 10:00. Próximo, tiene la clase de educación física. Empieza a las 11:00 y termina a las 12:00.</i>	7.1.NM.IPF
	<i>Entonces tiene el almuerzo en la cafetería. A ella le gusta comer con sus amigas.</i>	7.1.NM.IPR
3. In pairs, students will tell each other what time each class during the day starts. The other student will show that time on their mini-clock	Student Activity/Answer Sheet Susana _____ 1a clase _____ 2a clase _____ 3a clase _____ 4a clase _____ almuerzo _____	7.1.NM.IPE
	1. What country is Susana from? 2. Why is math her favorite class? 3. What is she learning to do in her English class? 4. What does she like to do at lunch?	7.1.NM.IPE
4. The teacher will read the times that a student's classes begin and end. The students will write the times, and using that information will put the classes in order and indicate how much time there is between the classes.		7.1NM.PRS
		7.1NM.PRS

7.1.NM.IPRET.1

Number 0-100	2 days Demonstrate the understanding of numbers.	1. Students will write numbers they hear on a Pear	-Teacher created audio on Pear Deck along with students'	7.1.NM.PRSNT.2	7.1.NM.PRSNT.5
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Deck Slide. responses.

2. Students will solve simple math problems using the terms mas, menos, dividido por and por. Then students will volunteer to share their answers. -Students oral presentation of their answers.

Days of the Week, Date and Months of the Year

1 day Identify days and months on the Spanish calendar.

1. Use classroom calendar to identify months and days as a Warm-Up every class day. -Student identification of the months and days on the classroom calendar.

2. Toss a ball to a student stating a day of the week or month of the year. Recipient names the day of the week or Months of the year that follows. -Completed birthday survey with graphed results.

7.1.NM.IPRET.1
7.1NM.IPERS.1
7.1.NM.PRSNT.1

Develop an

Cinco de Mayo	understanding of the celebration Cinco de Mayo	Students will read about " <i>La Batalla de Puebla</i> " then complete a comprehension worksheet.	- Teacher/Student discussion -Activity Sheet
	1 day		

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by k details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ide or concepts in a historical, scientific, or technical text based on specific information ir text.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced question using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictabl culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials o or in writing.
SOC.6.1	U.S. History: America in the World

Suggested Modifications for Special Education, ELL, Gifted and Talented Students

Repeat, Clarify and Modify directions when necessary.

Allow for additional time when needed.

Refocus to task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Extension Activities

Suggested Technological Innovations/Use:

Visit websites

Use computers, chrome books, Smart boards and/or iPads Web quests

Cross Curricular/21st Century Connections:

Standards 1, 2, & 3 CCSS-ELA Reading.

Standards 1 & 4 CCSS-ELA Speaking & Listening. Standards 4, 5, & 6 CCSS-ELA Writing

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in

diverse ethnic and organizational

cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work.

Unit 3: Going Green

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Sample Time Period**
Length: **4 weeks**
Status: **Not Published**

Unit 3: Going Green

Summary of the Unit: Students use the target language in the three modes of communication to explore products from the home and target cultures that are commonly recycled. (Assessment of the Interpretive mode may be in English; however, the text is always in the target language.)

Interpretive: They interpret authentic written and/or video/audio texts such as blogs, government sites, public service announcements, and short video clips that focus on recycled products in the target culture(s).

Interpersonal: They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and other target-language speakers in the community in which they ask and respond to questions regarding products that are recycled.

Presentational: They use lists, chunks of language, and memorized phrases to compare recycled products in the home and target cultures.

Enduring Understanding

Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding include, but are not limited to: history, economics, science, and geography.) Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this

understanding include, but is not limited to: all content areas and popular culture.)

Essential Questions

Why is it important to recycle in the U.S. and in the target culture?

How is recycling the same and/or different in the target culture?

Summative Assessment and /or Summative Criteria to Demonstrate Mastery of the Unit.

You are an exchange student in Colombia and your school is running a contest to promote recycling. Your teacher will choose the t-shirt with the best design and it will be created for the school's community. What an honor! Using Google Slides you will design a t-shirt that promotes recycling in a target culture school. Be sure to be ready to explain your design and what it promotes to the class as well as why it is important to recycle. You will listen and take notes as your classmates present their designs in order to vote on the best design. Teacher will post students' notes on the board and students will read all of the notes in order to make a final vote on the best design.

Resources

<http://www.state.nj.us/education/cccs/>

<http://www.state.nj.us/education/modelcurriculum/wl/> <http://>

www.actfl.org/about-the-american-council-the-teaching-foreign-languages

Websites, Schooltube, Chromebooks, Ipads, and Smartboards

Unit Plan

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	Suggested Benchmarks/ Assessments	NJSLS
Symbols of Recycling in Target Culture	2 days	Identify words and phrases associated with recycled	¿Qué puedes reciclar? (What can you	-Provide students with a list of	7.1.NM.IPRET.1 7.1.NM.IPRET.4

and Vocabulary associated with these/Recyclable items and categories

products of the target culture(s).

recycle?)

useful phrases.

Give and follow directions regarding recycled products.

Students create- They can use a list of these phrases or recyclables. create their own catch phrase having pertaining to taking care of the environment. With a worksheet, students create a picture dictionary of basic recyclables in their Spanish Interactive Notebook. Afterwards, they can create their own cartoon in Spanish using a Google slide and sharing it with the class.

Signs of Environmental Impact

1 day

Create a poster using the targeted language reflecting one aspect of the environmental study and present the posters to the class.

-Students watch a video on the environmental impact pollution has had throughout the globe.

-Presentation of their posters in the targeted language.

7.1.NM.IPRET
7.1.NM.IPERS.6
7.1.NM.PRSNT.6

Shapes and materials/ Vocabulary of locations

1 day

Make comparisons related to recycled products (number, color, location, and signage) of the home and target cultures

Reduce, Reutiliza, Recicla

-Graphic organizer categorizing household items.

7.1.NM.IPRET.5
7.1.NM.PRSNT.6
7.1.NM.PREA.6

With a graphic organizer, students will categorize household items into three categories: Glass, Plastic, and Paper.

-Complete class survey of recycling habits in target language.

-Using two photos, students will make observations and

Produce a class survey of who about recycled products in the home and target

school and in culture.
the house.

WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world in one's own region using memorized and practiced words, phrases, and simple, form sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short cultural authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
SCI.5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.5	Create and use a database to answer basic questions.
TECH.8.1.5.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Suggested Modifications for Special Education Students, ELL, Gifted and Talented

Repeat, Clarify and Modify directions when necessary.

Allow for additional time when needed.

Refocus to task.

Use visual clues.

Demonstrate tasks.

Break assignments down.

Preferential Seating.

Allow for breaks when needed.

Use verbal praise.

Extension Activities

Suggested Technological Innovations/Use

Visit websites

Use computers, chrome books, and/or iPads

Web quests

Cross Curricular/21st Century Connections

Standards 1, 2, & 3 CCSS-ELA Reading.

Standards 1 & 4 CCSS-ELA Speaking & Listening.

Standards 4, 5, & 6 CCSS-ELA Writing

Technology Themes:

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

21st Century Themes:

9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

cultures.

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal

and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work