

Summit Public Schools
Summit, New Jersey
Grade Level/Content Area: Spanish Grade 3
ACTFL Proficiency Level: Novice Mid
Length of Course: One Year
August 2011

Course Description:

This language course focuses on developing student communication skills in the target language, while learning about multiple strands of core curriculum content and global culture. Students will broaden their awareness, acceptance and understanding of cultural perspectives, products, and practices in Spanish-speaking countries. The language objectives in this course focus on providing students with opportunities to both extend and incorporate their prior knowledge of thematic vocabulary in the target language. Students will successfully communicate personal information about themselves, while making connections with other people in their family, classroom, and the world.

Students will be engaged in meaningful, motivating, and cognitively challenging work. Through the introduction of problem-based learning this course is designed to accommodate varying levels of language learners as they progress through stage of proficiency defined by the American Council of Teachers of Foreign Languages. Each problem-based unit includes an authentic (connected to the “real world” in a meaningful way) product for students to showcase their knowledge and interpretation of an open-ended task. The goal is to have students “grapple with” content and make higher order connections.

The New Jersey Core Curriculum Content Standards for World Language 7.1 are noted throughout this course. The units address national standards for World Language, Social Studies, Integrated Skills, Science, and Technology. In World Language, the goals of the newly unified standard 7.1 appropriate to this proficiency level are met. The curriculum includes interpretive, interpersonal, and presentational tasks.

During the year, emphasis will be on developing language skills with interdisciplinary connections to social studies, science, and health topics that include (but are not limited to): geographical locations, traits of culture, animal habitats, physical characteristics, life cycle, healthy eating, and study skills. Media presentations, short-term group and individual projects, reading, writing, discussions, study skills and cooperative learning are all elements of the program.

Elementary Spanish Curriculum Overview
Grade 3
Units 1 -5

Unit 1

Central question: Who are we?

Formative Assessment: 'First Impressions'

Interdisciplinary links:

2.2 Integrated Skills: Interpersonal Skills

Time frame: 4 weeks

Unit 2

Central question: What do we have in common?

Formative Assessment: 'Making Global Connections'

Interdisciplinary links:

6.1 U.S. History: America in the World

5.4 Science: Earth Systems

Time frame: 6-8 weeks

Unit 3

Central question: Are our holiday celebrations influenced by other cultures?

Formative Assessment: 'Shared culture'

Interdisciplinary links:

6.1 History: America in the World

Global Citizenship, Cultural influences on our heritage

Time frame: 3 weeks

Unit 4

Central question: How does a habitat affect an animal's survival?

Formative Assessment: 'Adaptations - a perfect place for all'

Interdisciplinary links:

5.3 Life Science

Habitats, Physical Characteristics, Climate

Time-frame: 10-12 weeks

Unit 5

Central Question: What does healthy living look like in different parts of the world?
Formative Assessment: 'Is my healthy diet the same as a healthy diet for someone else?'

Interdisciplinary links:

5.1 Science Practices

5.3 Life Science

6.3 Active Citizenship in the 21st Century

Time-frame: 8 – 10 weeks

Unit 1: Who are We?

<p>1 World Languages: All students will be able 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 local and global communities.</p> <p>2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>1 21st-Century Life & 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.</p>	
<p>Big Ideas: In this unit, students will explore the elements of their own identity and effectively communicate in the target language details of identity, physical and personality descriptions, and recount everyday experiences.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What is important to communicate during introductions?</p> <p>What are the elements of identity?</p>	<p>Students will understand that...</p> <p>Connections between people are built by clear and effective communication during introductions.</p> <p>Personal identity is developed through experiences that occur within one's family, one's community and culture at large.</p>

	Identity is often defined by reflections of family and friends, physical/personality descriptions, likes/dislikes and pastimes.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target cultures.</p> <p>1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally and in writing.</p> <p>4.2.A.1 Compare and contrast different kinds of families locally and globally.</p>	<p>Instructional Focus: <i>In the target language...</i></p> <p><i>Students will connect with a Spanish-speaking student in another country.</i></p> <p><i>Students will effectively communicate in the target language their identity. (describe activities that they enjoy, their age, name, school year, and birth date.)</i></p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • The 10-second introduction (First Impressions) will be evaluated as an appropriate cultural reflection of each student. • Each student will write an email/letter to a Spanish-speaking student describing self and asking for information. • A facilitation grid will assess interpersonal practice with introductory Q and A • Share interviews with written partner responses (<i>Todo sobre mi</i> handout). • Create a glyph based on self-identifying characteristics. Identify classmates' interests and identities based on glyphs. <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Using authentic video clips (<i>So you think you could Dance</i> 8 second profiles. YouthVoices) introduce the idea of a culturally-appropriate introduction. • Conversation Starters: Use visual prompts to encourage students to imagine a conversation between penpals and themselves about a shared interest / activity/identifying characteristic (Ex: Juan le dice me gusta también jugar fútbol; Mi cumpleaños es en agosto también) • Group Task: Using an oral prompt, students illustrate a conversation that reflects their own identity and cultural

4.2.A.2 Distinguish the roles and responsibilities of different family members.

1.4.E.2 Demonstrate effective communication using digital media during classroom activities.

- understanding to share with a group (Ex: 3 panel strip)
- Texting/Writing an email: teach common Spanish texting shortcuts, such as a10 (adios) and dime (dime) to enliven messages
- Students will describe everyday activities or responsibilities that they enjoy/dislike
- Using también and pero - students will compare interests, responsibilities, activities.
- Calendar Reminder:
 - Set up monthly calendar and highlight important dates while answering questions relative to each month.
 - Use the calendar to add a level of difficulty to student expression - present, past, future.
- Numbers Reminder:
 - Answering How many?
 - Scavenger hunt - how many classroom objects
 - Ages of famous Hispanic heroes / role models
 - Age, years in Summit/school

Technology Integration:

- Summative Assessment:
 - Photobooth
 - Sound Studio as a tool to practice oral component of product. (First Impressions)
- Skype with native/heritage Spanish speakers to practice interviewing.

Global Perspectives

- Effectively communicate by introducing self to Spanish-speaking students (another country, region of the US) by beginning to demonstrate an awareness of different media forms and how to communicate within them
- Use a short video, (such as clips of Spanish reality television shows) to stimulate discussion and have students recognize the effects of visual and verbal messages
- View YouthVoices (www.youthvoices.net) to see sample introductions and stories of students from Spanish-speaking countries

ie following skills and themes listed to the right
ould be reflected in the design of units and
ssons for this course or content area.

- 21st Century Skills:
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills

- 21st Century Themes (as applies to content area):
 - Financial, Economic, Business, and Entrepreneurial Literacy
 - Civic Literacy
 - Health Literacy

First Impressions



Reality television is a type of television program that has become extremely popular over the last ten years. Shows such as *So You Think You can Dance*, *America's Got Talent*, and *American Idol* have given ordinary people a chance to introduce themselves into our homes, win prizes, and enjoy a moment of fame.

The lasting impression of some of our favorite reality television success stories come from the first few seconds that the contestants have to introduce themselves. What type of first impression would you want to share?

If you were given the opportunity to "audition" for your moment in the spotlight, what would you say? Your task is to create a 10-second introduction that will make a lasting impression on your audience.

Rubric for First Impressions

	Novice	Apprentice	Practitioner	Expert
Content	<p>Includes all of the following:</p> <ul style="list-style-type: none"> ● less than 2 simple sentences (describing themselves) ● greeting ● send off 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> ● (2-3) complete simple sentences 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> ● (4 -7) complete simple sentences describing themselves ● greeting ● send off 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> ● at least three of your sentences must be complex
Vocabulary	<p>Includes (less than 3) of the following phrases:</p> <ul style="list-style-type: none"> o Me llamo o Tengo _____anos o Tengo o Mi cumpleaños es o Mi color favorito es o Me gusta _____ (no me gusta) o Me encanta Vivo en 	<p>Includes (3) of the following phrases:</p> <ul style="list-style-type: none"> o Me llamo o Tengo _____anos o Tengo o Mi cumpleaños es o Mi color favorito o Me gusta _____ (no me gusta) o Me encanta Vivo en 	<p>Includes (4-7) of the following phrases:</p> <ul style="list-style-type: none"> o Me llamo o Tengo _____ años. o Tengo_____. o Mi cumpleaños es o Mi color favorito es o Me gusta _____ (no me gusta) o Me encanta Vivo en 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> ● specific and detailed vocabulary (provide your listener with a visual of who you are) ● Provide reasons for your likes or dislikes.
Individual responsibilities	<p>Includes 1-2 of the following:</p> <ul style="list-style-type: none"> o Written script o Good use of time in completing goal/task - met due dates o Finds time to practice and is prepared to present orally o 10 seconds oral presentation 	<p>Includes 3 of the following:</p> <ul style="list-style-type: none"> o Written script o Good use of time in completing goal/task - met due dates o Finds time to practice and is prepared to present orally o 10 seconds oral presentation 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> o Written script o Good use of time in completing goal/task - met due dates o Finds time to practice and is prepared to present orally o 10 seconds oral presentation o Fluid delivery 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> ● Entire 10 seconds is well utilized (pacing, facial expressions, tone) ● Original component ● Fluid delivery

Unit 2:
What Do We Have in Common?

7.1 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.

1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

4 Earth Systems Science All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems, and is a part of the all-encompassing system of the universe.

1 21st-Century Life & 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.

<p>Big Ideas: In this unit, students will use the target language to describe similar and different characteristics of people, places and geographical locations. Students will explore the continents and immigration in cross-curricular connections to social studies.</p>	
<p style="text-align: center;">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>How does where I live shape who I am?</p> <p>How do cultures differ?</p> <p>What are the characteristics and cultural perspectives or practices that connect us?</p>	<p>Students will understand that...</p> <p>Maps and graphs can facilitate the understanding of topics related to culture and the descriptions of physical locations.</p> <p>Geographical locations, climate, and genetics can contribute to the physical characteristics of living beings.</p> <p>Individuals have unique characteristics.</p> <p>Family members may share a variety of physical characteristics, similar interests, and cultural understanding.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>1.NM.B.2 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p> <p>1.NM.B.5 Exchange information using words, phrases, and other short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p>Instructional Focus: In the target language... <i>Students will describe the characteristics, cultural practices, perspectives, interests that connect their family members.</i></p> <p><i>Students will identify ways in which people can connect with each other.</i></p> <p>Physical Descriptions: Students will...</p> <ul style="list-style-type: none"> ● Provide a detailed description of physical characteristics that include eye color and hair color, length and style. ● Describe height with proper use of gender. <p>Family Cultural Practices and Perspectives</p> <ul style="list-style-type: none"> ● Identify number of family members (<i>Yo tengo ...</i>number of sisters, cousins, aunts, etc) ● Broaden the description of family to include others who play an important role in their lives ● Provide basic personal facts about family members and

1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

4.2.F.1 Observe and document daily weather conditions and discuss how the weather influences our activities for the day.

1.4.E.2 Demonstrate effective communication using digital media during classroom activities

- important role players, including name, age, physical description and one interest or preference in common.
- Make connections between personal characteristics, interests, and preferences and family members using *como...* (Me gusta patinar como mi tío James)
- Express cultural background of family members using *Mi (family member) es de (country)*.
- Express ethnicity using *Yo soy (nationality)*.

Global community:

- Identify specific characteristics, perspectives, and practices that students have in common with pen pals.
- Use maps to generate conversations about the origins of different family members, classmates, penpals.

Sample Assessments:

- Create a survey to regarding interests, preferences for classmates and penpals.
- Develop an illustrated social network page in digital form.
- Place family members in a graphic organizer to represent family relationships.
- Link classmates and penpals graphically to indicate connections (origins, interests, preferences).
- Complete written physical descriptions of family members.
 - Guess the identity or role of peer’s family members based on the physical description, age, preferences.

Instructional Strategies:

- Students will sing familiar song *Tengo una Familia Grande* from *Sing Laugh Dance and Eat Tacos* CD
- Analyze and discuss the topic and them presented in the Read-aloud: *Las Empanadas que hacia la Abuela*
- Complete a family flow-chart (or another graphic organizer) to represent individual family relationships
- Use pushpins to identify students’ family or personal origins on a world map.
- Provide an introduction to family / origins / ethnic / preferences / interests vocabulary using a PowerPoint slideshow when necessary.

	<p>Technology Integration:</p> <ul style="list-style-type: none"> • Use Inspiration as a visual tool to organize ideas/thoughts/concepts for final connections • Design a media product (such a template of a social network page) to demonstrate connections <p>Global Perspectives:</p> <ul style="list-style-type: none"> • Identify characteristics, preferences, interests that are physically or culturally similar or different to those of your penpal. • Use the internet to search and possibly trace your personal geographic heritage to understand any current and previous global connections to friends and penpals. • Use current event media sources (newspapers, internet, books) to gather information on your penpal's cultural background.
<p>The following skills and themes listed to the right could be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

Connections

Have you ever heard people say, "We have so much in common". They may be talking about a physical characteristic, personality trait, likes/dislikes, or a talent that you share with other family members, friends, or people you admire.

At some point in time, everyone living in the United States, immigrated here from a other parts of the world. Each individual has his/her own story to share. We are all similar to and different from our families and our friends. *Facebook* and other social networks help us connect with people who share interests and preferences.

Your task for this unit will be to create an original illustration of a social network page. You will 'friend' 2 family members, the 2 Spanish classmates your teacher identifies for you, and a native/heritage speaker. After interviewing each of these people, you will identify at least 4 connections that you and each one of these 5 people share.

Rubric for *Connections*

	Novice	Apprentice	Practitioner	Expert
Content	<p>Includes all of the following:</p> <ul style="list-style-type: none"> • (less than 10) complete simple sentences describing 4 connections to the 5 'friends' • preferences/interests • physical characteristics • nationality/ethnicity • a physical location 	<p>Includes all of the following: (15) complete simple sentences describing 4 connections to the 5 'friends'</p> <ul style="list-style-type: none"> • preferences/interests • physical characteristics • nationality/ethnicity • a physical location 	<p>Includes all of the following: (20) complete simple sentences describing 4 connections to the 5 'friends'</p> <ul style="list-style-type: none"> • preferences/interests • physical characteristics • nationality/ethnicity • a physical location 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> • Emotional connections • personality trait
Vocabulary	<p>Includes (less than 3) of the following phrases:</p> <ul style="list-style-type: none"> • Yo soy _____ • Yo tengo _____ como _____ • Mi mama(person) es de _____ • Me gusta _____ como _____ 	<p>Includes (4) of the following phrases:</p> <ul style="list-style-type: none"> • Yo soy _____ • Yo tengo _____ como _____ • Mi mama(person) es de _____ • Me gusta _____ como _____ 	<p>Includes (4) of the following phrases:</p> <ul style="list-style-type: none"> • Yo soy _____ • Yo tengo _____ como _____ • Mi mama(person) es de _____ • Me gusta _____ como _____ 	<p>All of practitioner plus:</p> <ul style="list-style-type: none"> • Aprendí a _____ de _____
Presentation	<p>Includes less than 3 of the following:</p> <ul style="list-style-type: none"> • At least 4-7 images (drawn, clipart, print outs) • 7 sentences • organized • readable 	<p>Includes 3 of the following:</p> <ul style="list-style-type: none"> • At least 4-7 images (drawn, clipart, print outs) • 10 sentences • organized • readable 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> • At least 4-7 images (drawn, clipart, print outs) • 15 sentences • organized • readable • use of color 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> • word processed • additional images per connection • share orally in class

Unit 3:
Are Our Holiday Celebrations Similar to Others?

7.1 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.

1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

1 21st-Century Life & 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.

Big Ideas: In this unit, students use the target language to compare and contrast winter cultural and religious celebrations in Mexico, Spain, Colombia, and the United States.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How do people in other countries celebrate the December holidays?</p> <p>What are traditions and why are they important?</p> <p>How are our celebrations of holidays influenced by other cultures or countries?</p>	<p>Students will understand that...</p> <p>People in Spain, Colombia, and Mexico have various holiday traditions.</p> <p>Traditions are an important part of cultural practices.</p> <p>Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.</p> <p>Cultures struggle to maintain traditions in a changing society.</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>1.NM.B.2 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p> <p>1.NM.B.5 Exchange information using words, phrases, and other short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>1.4.D.13 Describe how culture is expressed</p>	<p>Instructional Focus: <i>Students will compare and contrast December holidays in three different Spanish Speaking countries to their own holiday celebrations in the target language.</i></p> <p>Cultural Awareness</p> <p>Holidays:</p> <ul style="list-style-type: none"> ● Las Posadas- Mexico http://www.mexconnect.com/articles/2816-las-posadas ● Las Velitas -Colombia http://www.hispanic-culture-online.com/christmas-in-colombia.html ● Janucá - both Mexico and Colombia http://mexicobob.blogspot.com/2010/12/feliz-januca.html ● Sephardic Jews of Mexico and Colombia make “buñuelos” which are fried fritters drenched in sugar syrup and also balls of corn dough with marmalade inside. They light ‘menoras’, play the game of “dreidel” (called “toma todo”) and the the dreidel top is a “pirinola”. Mexican Jews add a “piñata” in the shape of the dreidel to festivities.

rough and influenced by the behavior of people.

1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.

1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

4.2.A.1 Compare and contrast [different kinds of families](#) locally and globally.

1.4.E.2 Demonstrate effective communication using digital media during classroom activities.

- **Día de los reyes**- Spain
<http://www.euroresidentes.com/navidad/reyes-magos/dia-de-los-reyes-magos.htm>
- **El Kwanzaa** - Spain
<http://www.elmundo.es/elmundo/2009/12/23/cultura/1261562807.html>

Sample Assessments:

- Using the analytic rubric, each student’s invitation, holiday card, or postcard will be evaluated as a product of cultural learning.
- Students complete Venn diagram or other graphic organizer with a partner comparing the holiday traditions in Spain, Mexico, Colombia.
- Students will identify the similar elements of all the holidays (candles, song, gifts, community celebrations, family and friends)

Instructional Strategies:

- Read-aloud *N is for Navidad*
- Use graphic organizers to compare and contrast traditions
- YouTube - digital resource for villancicos, traditional holiday carols from Colombia, Mexico, and Spain, Janucá slideshow, Ladino Song of 8 Candles, el Mundo article on Kwanzaa

Technology Integration:

- Use the Print Cut and Fold resource on Power Point to create final product.
- Skype with Spanish speakers or other Spanish classes to share traditions.
- Students will make a short film of holiday celebration activities.

Global Perspectives:

Students will SKYPE with Spanish speakers and/ or send their invitations / postcards / holiday cards to native/heritage speakers to share cultural perspectives and understanding.



Shared Celebrations

Have you ever wondered how other countries celebrate the December holidays? Holiday traditions can be very different. We are going to talk about similarities and some differences among the December holidays in Mexico, Colombia, and Spain. In these three countries winter holidays include Three Kings' Day, Chanuka, Christmas, and Kwanzaa.

When you think about the traditions that you and your family celebrate during this time of year, is there a one that you look forward to every year and would like to share with others? If so, your task will be to create a holiday card, postcard, or invitation that describes that tradition to others.

If you are more interested in participating in a new cultural tradition, which would it be? Plan a party to highlight this new tradition. Create an invitation to send to friends and family that describes this new tradition.

Rubric for Shared Celebrations

	Novice	Apprentice	Practitioner	Expert
Content	<p>Includes one of the following of the following:</p> <ul style="list-style-type: none"> • (1) incomplete simple sentence identifying the tradition you liked from the ones we explored • (2) incomplete sentences sharing a personal tradition you currently celebrate or a new tradition 	<p>Includes one of the following:</p> <ul style="list-style-type: none"> • (1) complete simple sentence identifying the tradition you liked from the ones we explored • (1) complete sentence sharing a personal tradition you currently celebrate or a new tradition 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> • (1) complete simple sentence identifying the tradition you liked from the ones we explored • (1) complete sentence sharing a personal tradition you currently celebrate or a new tradition 	<p>All of practitioner plus:</p> <ul style="list-style-type: none"> • provide reasons (2) supporting why you like the tradition or what inspired your interest in a new tradition
Vocabulary	<p>Includes (1) of the following phrases used inaccurately:</p> <ul style="list-style-type: none"> • Me gusta la tradición de ... en (country) <ul style="list-style-type: none"> ◦ la ropa ◦ la comida ◦ la música original ◦ el baile • Voy a crear la tradición de...en (country) <ul style="list-style-type: none"> ◦ la ropa ◦ la comida ◦ la música original ◦ el baile 	<p>Includes (1) of the following phrases:</p> <ul style="list-style-type: none"> • Me gusta la tradición <ul style="list-style-type: none"> ◦ de la ropa en (country) ◦ la comida ◦ la música original ◦ del baile en (country) • Voy a crear la tradición de... <ul style="list-style-type: none"> ◦ la ropa ◦ la comida ◦ la música original ◦ el baile 	<p>Includes (1) of each category of phrases:</p> <ul style="list-style-type: none"> • Me gusta la tradición <ul style="list-style-type: none"> ◦ de la ropa en (country) ◦ la comida ◦ la música original ◦ del baile en (country) • Voy a crear la tradición de... <ul style="list-style-type: none"> ◦ la ropa ◦ la comida ◦ la música original ◦ el baile 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> • Me gusta ... porque... • Voy a porque...

resentation	Includes less than 3 of the following: <ul style="list-style-type: none"> ● presented as a Holiday card, postcard, or invitation ● 2 complete sentences ● illustration accurately represents the sentences ● organized ● readable ● use of color 	Includes (3-5) of the following: <ul style="list-style-type: none"> ● presented as a Holiday card, postcard, or invitation ● 2 complete sentences ● illustration accurately represent the sentences ● organized ● readable ● use of color 	Includes all of the following: <ul style="list-style-type: none"> ● presented as a Holiday card, postcard, or invitation ● 2 complete sentences ● illustration accurately represent the sentences ● organized ● readable ● use of color 	All of Practitioner plus <ul style="list-style-type: none"> ● share orally ● word processed
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Unit 4:
How Does Habitat Affect an Animal's Survival?

7.1 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.

3 Life Science: All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with laws that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to

<p>action successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
<p>Big Ideas: In this unit, students will use the target language to describe physical characteristics of animals and their habitats. Students will discover why certain animals thrive in particular environments and what students can do to highlight the environmental challenge faced by endangered species.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>How does the environment shape an animal's physical characteristics, eating habits, and behavior? What is a habitat? How does an animal's habitat affect its survival?</p>	<p>Students will understand that</p> <p>Graphs can facilitate the understanding of the elements of different habitats.</p> <p>Physical maps can help us identify similar habitat regions.</p> <p>The environment shapes an animal's physical characteristics, eating habits, and behavior.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will: 1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p>Instructional Focus: <i>Students will communicate using the target language to make connections between locations (habitats) and physical characteristics of animals. Students will learn how the animals' habitat affect their survival (adaptation). Students will design a public service announcement to highlight an issue with an endangered animal.</i></p> <p>Habitats/Physical descriptions:</p> <ul style="list-style-type: none"> Describe the typical climate of each habitat.

1.NM.B.2 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases

1.NM.B.5 Exchange information using words, phrases, and other short sentences practiced in class on familiar topics or on topics studied in other content areas.

3.4.A.2 Compare and contrast structures that have similar functions in various organisms, and explain how those functions may be carried out by structures that have different physical appearances.

3.4.E.1 Model an adaptation to a species that would increase its chances of survival, should the environment become wetter, drier, warmer, or colder over time.

3.4.C.1 Predict the biotic and abiotic characteristics of an unfamiliar organism's habitat.

4.2.F.1 Observe and document daily weather conditions and discuss how the weather influences your activities for the day.

1.4.E.2 Demonstrate effective communication using digital

- Use prior knowledge to further describe these habitats:
 - Mar-Isla
 - Selva
 - Bosque-Montañas
 - Llano-Desierto
- Animals/Physical characteristics
- Identify the different body parts of the animals (cabeza, patas, ojos, nariz, pico, hocico, etc)
 - Provide a description of physical features of the animals (peludo, con alas, antenas, escamas, uñas, garras, caparazon).
 - Make connections between the different animals and their habitats, using "video".
- Sample Assessments:
- Using the analytical rubric, identify why each animal thrives in its home region.
 - State a reason why each animal would not thrive in another region.
 - Indicate an adaptation that an animal would have to make in order to thrive.
 - Students will complete a chart comparing habitats
 - Students will use graphic organizers to compare characteristics of different animals
- Instructional Strategies:
- Habitats/Physical descriptions
- Use a graphic organizer (t-chart, web, Venn diagram) to display geographical information about habitats. (mar-isla, selva, bosque-montañas, llano-desierto)
 - Describe and compare the distinguishing characteristics of each habitat (más o menos, tan...como).
 - Use a world map to indicate the continental locations of the different animals (continents, use 5 vs.7).
- Animals/Physical characteristics
- Read Aloud: *Panda Bear, Panda Bear, what do you hear?. Brown Bear, Brown Bear, what do you see?*
 - Use of the YouTube version of - *The Mixed Up Chameleon by Eric Carle* to introduce a new topic
<http://www.youtube.com/watch?v=iRrDTKjW1Cc>
 - Read aloud - *The Mixed up Chameleon by Eric Carle* Brainstorm and record on chart paper with visuals the target language the students already know to

edia during classroom activities.

describe specific animals.

- Differentiate between words used to describe animals and people (pies vs. patas)
- Sort manipulative animals based on common characteristics.
- Picture walks through fiction and non-fiction books to observe and identify habitats and animal characteristics.
- Have students work in small groups to read and view a video about animal adaptations and how they apply to their survival (migration)

Technology Integration

- Use Inspiration or another digital tool to organize student’s thoughts and plan execution of final product.
- The Print Cut and Fold resource in PowerPoint can be used as a resource for presentational tool.
- Glogster can be used to create a poster.
- Students can express what they have learned through a short video, or brief digital presentation created in GarageBand.

Global Perspective:

- Second letter to penpal /heritage/native speaker - What are the endangered animals near you? Note any effects in the environment (habitats) and the animals.
- Exploring continents (Suggestion: Use Discovery Streaming as a resource for authentic footage.)

ie following skills and themes ted to the right should be flected in the design of units id lessons for this course or ntent area.

21st Century Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

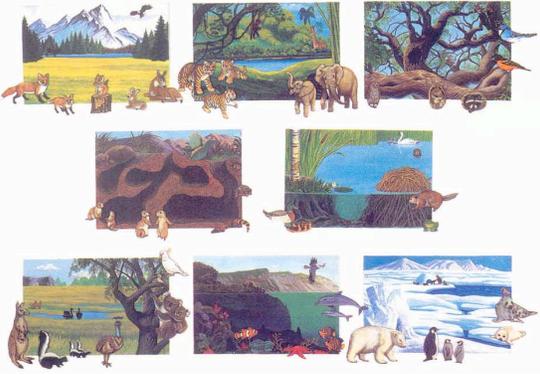
21st Century Themes (as applies to content area):

- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Framework for 21st century learning:

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=1

Endangered Animals



Animals have adapted and insects. In order to successfully live and survive in these habitats and their adapted over time in order to survive in specific environments. They live in homes known as habitats. There are many different kinds of habitats that shelter a variety of animals natural environments, animals have special physical characteristics, which may include: beaks, claws, feathers, scales, or shells.

What types of animals can survive on each continent and why? There are animals that live and thrive on each of the five continents. Some animals can live in the desert, the forest, ponds, or on grasslands. We will research habitats across the globe and explore the physical features of the animals that call each continent their "home".

Unfortunately, many animals are endangered and are struggling to thrive in certain parts of the world due to environmental challenges and threats posed to their habitats. Your task for this unit will be to use your research of habitats and animals to create a public service announcement to alert the public to an endangered animal and its environmental challenge.

Rubric for Endangered Animals

	Novice	Apprentice	Practitioner	Expert
Content	<p>Includes (1-2) of the following bulleted items:</p> <ul style="list-style-type: none"> Describe endangered animal (1) complete sentence introducing the animal and where it lives (4-7) simple sentences describing physical characteristics (matching gender to adj) and why they enable the animal to thrive. (2) simple sentences including the specific habitat in the continent and describing climate 	<p>Includes 3 of the following:</p> <ul style="list-style-type: none"> Describe endangered animal (1) complete sentence introducing the animal and where it lives (4-7) simple sentences describing physical characteristics (matching gender to adj) and why they are needed. (2) simple sentences including the specific habitat in the continent and describing climate (1) sentence indicating the environmental challenge 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> Describe endangered animal (1) complete sentence introducing the animal and where it lives (4-7) simple sentences describing physical characteristics (matching gender to adj) and why they are needed. (2) simple sentences including the specific habitat in the continent and describing climate (2) sentences indicating the environmental challenge 	<p>All of practitioner plus:</p> <ul style="list-style-type: none"> Recorded public service announcement with a catchy format to encourage the public to watch
Vocabulary	<p>Includes (1) of the following phrases:</p> <ul style="list-style-type: none"> El/La _____ vive en (continent)_____. El/La animal tiene (body part) (adj). Vive en (habitat) de (continente) En (habitat) <ul style="list-style-type: none"> hace calor hace frío es soleado es ventoso es lluvioso es húmedo Nieva 	<p>Includes (3) of the following phrases:</p> <ul style="list-style-type: none"> El/La _____ vive en (continent) _____. El/La animal tiene (body part) (adj). Vive en (habitat) de (continente) En (habitat) <ul style="list-style-type: none"> hace calor hace frío es soleado es ventoso es lluvioso es húmedo Nieva 	<p>Includes all of the following phrases:</p> <ul style="list-style-type: none"> El/La _____ vive en (continent) _____. El/La animal tiene (body part) (adj). Vive en (habitat) de (continente) En (habitat) <ul style="list-style-type: none"> hace calor hace frío es soleado es ventoso es lluvioso es húmedo Nieva 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> proposal for supporting the endangered animal
Presentation	<p>Includes less than 3 of the following:</p> <ul style="list-style-type: none"> A complete description of the endangered animal, its 	<p>Includes (3-5) the following:</p> <ul style="list-style-type: none"> A complete description of the endangered animal, its physical features, and habitat. 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> A complete description of the endangered animal, its physical features, and habitat. 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> Presentation incorporates use

	<p>physical features and habitat.</p> <ul style="list-style-type: none"> ● Minimum of 7 sentences ● Illustration that accurately portrays the animal ● organized ● readable ● use of color 	<ul style="list-style-type: none"> ● Minimum of 7 sentences ● Illustration that accurately portrays the animal ● organized ● readable ● use of color 	<ul style="list-style-type: none"> ● Minimum of 7 sentences ● Illustration that accurately portrays the animal ● organized ● readable ● use of color 	<p>of technology appropriate to grade level.</p>
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Unit 5

What does healthy living look like in different parts of the world?

7.1 World Languages: All students will be able to use 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.

1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually tests, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

3 Life Science: All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully both global citizens and workers in diverse ethnic and

ganizational cultures.	
<p>g Ideas: In this unit, students will use the target language to identify healthy habits. Students will also identify the difference between wants and needs.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What are needs and wants?</p> <p>How do needs and wants differ around the world?</p> <p>How does food contribute to human health?</p> <p>Why are different types of clothing and shelter essential for living in different parts of the world?</p>	<p>Students will understand that...</p> <p>People have many of the same needs.</p> <p>Certain foods are essential to the human body in order to maintain a healthy balanced lifestyle.</p> <p>Clothing needs vary depending on season, climate and weather.</p> <p>Homes vary based on location and climate.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>1.NM.B.2 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases</p> <p>1.NM.B.5 Exchange information using words, phrases, and other short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p>Instructional Focus: <i>In the target language students will identify the basic differences between needs and wants by exploring foods, clothing, and shelter available in Spanish-speaking countries.</i></p> <p>Food</p> <ul style="list-style-type: none"> • Sort types of food into the food pyramid categories • Determine which foods are available in the target culture. • Identify nutritious and less healthy food choices. • Express likes and dislikes. • Identify healthy choices for you and for a child in the target culture for all meals - breakfast, lunch, snack, dinner. <p>Clothing</p>

1.4.D.4 Handle and treat organisms humanely, responsibly, and ethically.

3.4.B.1 Identify sources of energy (food) in a variety of settings (farm, zoo, ocean, forest).

3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

1.4.E.2 Demonstrate effective communication using digital media during classroom activities.

- Identify important articles of clothing for the current season in Summit and in the target culture.
- Connect the clothing choices to weather and cultural products.

Shelter

- Identify and describe different types of shelter here in Summit and in the target culture.

Sample Assessments:

- Determine which clothing in your closet is necessary and which is needed (identify percentage of needs vs wants)
- Using the analytic rubric, each student will retell and rewrite *The Very Hungry Caterpillar* to create a healthy diet for a caterpillar.
- Students will chart foods eaten during one day and identify whether or not they adhere to the recommendations of the food pyramid.
- Magazine cut-out or clip art activity: Students will be asked to divide needs from wants using the language (Necesito vs Quiero).
- Dress a bear for a season with written descriptions. Tell a partner why they chose those articles of clothing based on the necessity for that particular season.
- Contact your penpal and ask him/her to identify foods eaten at each meal.
- Contact your penpal and ask him/her to identify clothing they wear for the current season.
- Analyze media content (magazines, television, Internet, etc.) that may misrepresent a topic or factor into the advertisements associated with food products
- Locate advertisements on the Internet for home sales in another country where Spanish is spoken. Determine where the home is and why it is appropriate for the region based upon the purpose and message being conveyed

	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Discuss and record in journals types of foods that the human body needs to function properly • Brainstorm and chart which foods of those required are student favorites. • Identify food categories of the food pyramid and identify which foods fit into each category. • Conversation Starters: Show visual prompts of different types of foods as students discuss which ones are necessary for human health and which ones are not. • Read <u>The Very Hungry Caterpillar</u> and discuss the foods that he eats. Which ones are healthy? Which foods are not? What nutritious foods should replace the unhealthy ones? • Use Life Science video from Discovery Streaming=Food Smarts:MyPyramid for Kids (Spanish Version) <p>Technology Integration:</p> <ul style="list-style-type: none"> • Have students retell the story using other forms of media by creating a digital story book using software such as Comic Life, Storybird, Storybook Weaver, PowerPoint, iMovie. (audio productions, photographic illustrations • Create a graphic organizer that compares and contrasts the clothing, food, and housing of you and a global friend. Indicate resource and climate differences with a *. <p>Global Perspectives -</p> <ul style="list-style-type: none"> • Share digital story books with students in a target culture. • Students will enhance awareness of how food, clothing and shelter vary around the world based on location, necessity, and cultural traditions.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</p>

Media Literacy
Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and
Entrepreneurial Literacy
Civic Literacy
Health Literacy

Help the Very Hungry Caterpillar Eat Healthier Foods!



Chocolate cake, ice cream, cherry pie, a lollipop, and a cupcake were all a part of the Very Hungry Caterpillar's food choices. These foods may sound tasty, but will they keep a caterpillar healthy?

Now is your chance to help the Caterpillar by creating an informational story. You will both retell and rewrite the Caterpillar's story, but with more nutritious foods. Use the food pyramid to help the Caterpillar avoid so many stomachache. Be prepared to share your story with a 2nd grade class!

Rubric for Healthy Foods

	Novice	Apprentice	Practitioner	Expert
Content	<p>Includes 2 of the following:</p> <ul style="list-style-type: none"> various balanced food items that are from our food pyramid quantities of each food item minimum of 10 different kinds of foods food consumed must represent each food group 	<p>Includes 3 of the following:</p> <ul style="list-style-type: none"> various food items that are balanced from our food pyramid quantities for each minimum of 10 different kinds of foods food consumed must represent each food group 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> various food items that are balanced from our food pyramid quantities for each minimum of 10 different kinds of foods food consumed must represent each food group 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> foods are identified as meals: breakfast, lunch and dinner extension of the story (what happens next?)
vocabulary	<p>Includes the completion of all of 1 of following sentences:</p> <ul style="list-style-type: none"> El sabado La oruga comió y comió y atrevesó Esa noche..... El domingo.... 	<p>Includes the completion of 2 of the following sentences:</p> <ul style="list-style-type: none"> El sabado La oruga comió y comió y atrevesó Esa noche..... El domingo.... 	<p>Includes the completion of all of the following sentences:</p> <ul style="list-style-type: none"> El sabado La oruga comió y comió y atrevesó Esa noche..... El domingo.... 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> All foods are broken down into breakfast, lunch and dinner meal descriptions include a how and when extension of the story (what happens next?)
presentation	<p>Includes 3 of the following:</p> <ul style="list-style-type: none"> recite/read your story completed ending to the story organized readable use of visuals 	<p>Includes 4 of the following:</p> <ul style="list-style-type: none"> recite/read your story completed ending to the story organized readable use of visuals 	<p>Includes all of the following:</p> <ul style="list-style-type: none"> recite/read your story completed ending to the story organized readable use of visuals 	<p>All of Practitioner plus:</p> <ul style="list-style-type: none"> share with an audience provide feedback on a peer's story