

**Hainesport Township School District  
211 Broad Street Hainesport, NJ 08036**



**Course Title: World Language Grade: 3**  
**Board of Education Adoption Date:** August 2, 2012 **Board of**  
**Education Revision Date:** December 18, 2018 ,  
May 18, 2021, January 4, 2024

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## Course Description and Concepts

It is the mission of the Hainesport Township School District to provide a safe, supportive and challenging educational environment in a familial school atmosphere that enables each child to develop intellectually, emotionally, socially, and physically. Students in 3rd Grade will explore concepts at the basic level of language proficiency in the area of Latin American Spanish. Each of the 6 lessons provide opportunities for students to receive direct instruction from the instructor and supportive technology assisted instruction from the SALSA Video Series.

Students meet for one class period once during the 6 day academic scheduling cycle. There are approximately 30 class periods for World Language instruction at the First Grade level.

### ***About the SALSA Program:***

*Salsa* is Georgia Public Broadcasting's award-winning Spanish language series for young learners in kindergarten through the third grade. Puppets in familiar stories, digital graphics and animation teach the language.

Instructors do not need to be certified to teach a foreign language or be familiar with Spanish in order to use Salsa. It can be used in the classroom and homeschools and by anyone interested in teaching young kids to speak Spanish. Each video lesson is preceded by a staff development component that acquaints the instructor with the content and the objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish words included in the lesson.

There are 42 video lessons in the Salsa series. Please see this link for the complete series ([Salsa Series](#)). There are also fun interactive Salsa games for students to play. ([games for students](#))

### **Realistic Expectations for the SALSA Grades K-3:**

What can we realistically expect students to know and be able to do in Spanish at the end of the SALSA/WyFLES program?

- Positive Attitudes toward other languages and cultures as well as toward people who come from other cultures and speak other languages;
- Motivation to learn languages;
- Confidence in their ability to learn and be able to communicate in other languages;
- Listening Comprehension: the ability to listen and understand some basic spoken Spanish;
- Strong Pronunciation Skills: the ability to pronounce Spanish words with a native or near native accent;
- Some Basic Interpersonal Communication Skills: for example, greetings and talking simply about topics in their daily lives at school and at home.

## New Jersey Student Learning Standards – World Languages

### **Introduction World Languages**

The New Jersey Student Learning Standards – World Languages (NJSLs-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

### **Mission**

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

### **Vision**

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

## World Languages Standard Learning Progressions

### **Interpretive Mode of Communication**

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

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>

### Interpersonal Mode of Communication

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

Proficiency Level	Core Idea
<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> </ul>
<ul style="list-style-type: none"> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>

### Presentational Mode of Communication

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

Proficiency Level	Core Idea
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<ul style="list-style-type: none"> <li>● Novice Low</li> <li>● Novice Mid</li> <li>● Novice High</li> <li>● Intermediate Low</li> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ul>
<ul style="list-style-type: none"> <li>● Intermediate Mid</li> <li>● Intermediate High</li> <li>● Advanced Low</li> </ul>	<ul style="list-style-type: none"> <li>● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</li> </ul>

**Level Classification Rubric:** *Note Teacher will classify student level at the end of each course of study.*

Novice Low (3rd Grade)	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

### The New Jersey Student Learning Standards for English Language Arts

#### Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **NJ Technology Standards**

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

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

### **Career Ready Practices**

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Pacing Guide**

(Click here for the [SALSA Scope & Sequence](#))

Unit Topic	Unit #	APX Unit Length
Latin American Regions & Cultures	I	1-5 Instructional Periods
<a href="#">SALSA Lesson 207</a> The Three Pigs	II	1-5 Instructional Period
<a href="#">SALSA Lesson 208</a> Portrait of the Artist as a Young Pig	III	1-5 Instructional Period
<a href="#">SALSA Lesson 209</a> Is This Your Birthday	IV	1-5 Instructional Period
<a href="#">SALSA Lesson 210</a> Till Mama Bear Sings	V	1-5 Instructional Period
<a href="#">SALSA Lesson 211</a> The Pig Who Cried Bandit	VI	1-5 Instructional Period
<a href="#">SALSA Lesson 212</a> Quiz Show: The Showdown	VII	1-5 Instructional Period

**Lesson Latin American Regions & Culture**

Content Area	World Language
Unit Title	Latin American Regions
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	5 -10 Instructional Periods ( <i>throughout the school year</i> )



Unit Rationale	Students will learn about the various parts and regions of the Latin American culture.
Interdisciplinary Connections	Social Studies
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	<ul style="list-style-type: none"> <li>● 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> </ul>

	<ul style="list-style-type: none"> <li>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li><a href="#">Presentation on theme: "Latin America is divided into three regions: 1. Mexico and Central America 2. The Caribbean 3. South America."— Presentation transcript:</a></li> </ul>
<b>World Language Vocabulary Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>N/A</li> </ul>	
<b>Direct Instructional Goals</b>	
<p>I. Latin American Map Skills/Cultural Research (<i>Topics and regions to periodically be presented throughout the school year</i>)</p> <ul style="list-style-type: none"> <li>The teacher will teach the location and names of the countries of South America.</li> <li>Students will use the Map from Central and South America and an Atlas to locate each country and they will write the name of the country and the name of the capital.</li> <li>Students will color each country of a different color (represent it in a key/legend).</li> <li>Students will create a key with the names of the countries and capitals (represent it in a key/legend).</li> <li>Students will draw a star where the Capital is located, and they will write the name of the Capital on the key, next to the county's name (represent it in a key/legend).</li> <li>Students will write the area of the country and the population.</li> <li>Students will write/document/research how the weather conditions, climate and other characteristics of the climate affect the lives of the various Latin American regions/countries.</li> <li>Students will describe how the human activities affect the culture and environmental characteristics of places and regions i.e. transportation, housing diet.</li> <li>Students will research a specific region of Latin America and create a slideshow of their selected region and present to the class their research findings about the culture and traditions.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>Completed Map</li> <li>Completed Slide</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>
<b>Lesson 207</b>	
Content Area	World Language

Unit Title	The Three Pigs
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	When her two younger siblings are too disruptive in the house, Carmen tricks them into going outside to play. Salvador, the middle brother, and María, the baby sister, go their separate ways to build their own houses. Elsewhere, the Wolf (Lobo) is hungry and wandering through the forest; he comes upon María's house of straw. He tries to be polite, but nearby flowers cause him to sneeze her house down. She flees for her life to Salvador's house of leaves and flowers. But his house is also no match for the Wolf's allergies, and the siblings run back home. When Carmen realizes that the Wolf simply wants a hamburger (and not ham), she invites him in. Unfortunately, their neighborly lunch is disrupted when Carmen offers the Wolf flowers, with predictable results.
Interdisciplinary Connections	Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> Interpersonal Mode of Communication

	<ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
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Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 207</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
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**World Language Vocabulary Covered in this Unit**

- la casa, rosado/rosada (house, pink)

**Direct Instructional Goals**

- Search throughout magazines to find pictures of houses that are medium, small, big and measure and compare the size, elements, style, material used, colors used, and personal likes and dislikes.

**Assessment**

- |                                                                                            |                                                                                                  |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul> | <ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson</li> </ul> |
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**Lesson 208**

Content Area	World Language
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Unit Title	Portrait of the Artist as a Young Pig
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	While in art class, Salvador dreams of becoming a great artist and leading the life of the rich and famous.
Interdisciplinary Connections	Art/Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul>

	<b>Presentational Mode of Communication</b> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 208</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
<b>World Language Vocabulary Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>● el círculo, el triángulo (circle, triangle)</li> </ul>	
<ul style="list-style-type: none"> <li>● Create a tempera resist painting using circles, triangles, and rectangles.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 202</li> </ul>

<b>Lesson 209</b>	
Content Area	World Language
Unit Title	Is This Your Birthday
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	Unexpected things happen when Salvador and María rush to get a belated birthday cake and presents for their sister, Carmen.
Interdisciplinary Connections	Art

21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 209</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>

### World Language Vocabulary Covered in this Unit

- hermano/hermana, el cumpleaños (brother/sister, birthday)

### Direct Instructional Goals

- Draw a picture of your family and label in spanish.

### Assessment

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|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul> | <ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson 209</li> </ul> |
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### Lesson 210

Content Area	World Language
Unit Title	Till Mama Bear Sings
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	A slight accident sends Carmen into a musical dream where events unfold in the shape of a grand opera.
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.



Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 210</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
<b>World Language Vocabulary Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>● las galletas, la boca (cookies, mouth)</li> </ul>	
<b>Direct Instructional Goals</b>	
<ul style="list-style-type: none"> <li>● Gadget prints.</li> </ul>	

## Assessment

- Teacher Generated Participation Rubric

- Alternative Assessment completion for Lesson 204

## Lesson 211

Content Area	World Language
Unit Title	The Pig Who Cried Bandit
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	Carmen cries for help one too many times after spotting the elusive Dancing Bandits.
Interdisciplinary Connections	N/A
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> <li>• 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>• 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>• 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul>

	<p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul> <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 211</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>

**World Language Vocabulary Covered in this Unit**

- blanco/blanca, la música (white, music)

**Direct Instructional Goals**

- Listen to Salsa and play color game on [www.spanishspanish.com](http://www.spanishspanish.com) or [www.spanishplayground.net](http://www.spanishplayground.net)

**Assessment**

- |                                                                                            |                                                                                                  |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul> | <ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson</li> </ul> |
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**Lesson 212**

Content Area	World Language
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Unit Title	Quiz Show: The Showdown
Target Course / Grade Level	Latin American Spanish Grade 3
Recommended Pacing	1-5 Instructional Periods
Unit Rationale	Voracious Big Goat meets his match in Carmen during the final contest of the game show.
Interdisciplinary Connections	Social Studies
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	<b>Technology Literacy:</b> Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> </ul> <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> <li>● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</li> </ul>

	<b>Presentational Mode of Communication</b> <ul style="list-style-type: none"> <li>● 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</li> <li>● 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</li> </ul>
Supplemental Class Resources	<ul style="list-style-type: none"> <li>● <a href="#">SALSA Lesson 212</a></li> <li>● <a href="#">Script</a></li> <li>● <a href="#">Activity</a></li> </ul>
<b>World Language Vocabulary Covered in this Unit</b>	
<ul style="list-style-type: none"> <li>● las galletas, la boca (cookies, mouth)</li> </ul>	
<b>Direct Instructional Goals</b>	
<ul style="list-style-type: none"> <li>● Mexican blankets activity.</li> </ul>	
<b>Assessment</b>	
<ul style="list-style-type: none"> <li>● Teacher Generated Participation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>● Alternative Assessment completion for Lesson</li> </ul>

**Teacher Resources Best Practices**

[50 Best Practices For Language Teachers](#)

For additional SALSA print resources with a scope and sequence guide, click here to visit the [Wyoming Department of Education](#) website.

**Modifications for SpEd/ESL/Students at Risk/Gifted**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or IR&S Intervention Plan, and may include (but are not limited to) the following:

#### Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates

# World Languages Curriculum



# Hainesport Township School District

Curriculum Guide

Grade 3-5 Novice-Mid Content Area: World Languages

<b>Theme/Unit:</b> <b>Novice-Mid (4th-5th Grade)</b>	<b>Suggested Sequence:</b> <b>Ongoing</b>
<b>New Jersey Student Learning Performance Expectations:</b> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 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. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.	
<b>Core Ideas:</b> <ul style="list-style-type: none"><li>● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li><li>● Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li></ul>	
<b>Intercultural Statements:</b> <ul style="list-style-type: none"><li>● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</li><li>● Learners recognize and identify a few typical practices of the target culture.</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>● Family, school supplies and routines, pets, weather</li><li>● Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>● Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li><li>● Share and state basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li></ul>	

## Hainesport Township School District

Curriculum Guide

Grade 3-5 Novice-Mid Content Area: World Languages

- Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- Copy/write words, phrases, or simple guided texts on familiar topics.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- Name and label tangible cultural products associated with climate change in the target language regions of the world.

### Instructional Materials/Resources:

- Posters
- Simple articles
- Examples of cultural artifacts

### Suggested Vocabulary:

Family, school supplies and routines, pets, weather

### Computer Science and Design Thinking:

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

### Career Readiness:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

### Recommended Instructional Activities:

- Use physical movement and short responses to demonstrate understanding while teacher provides a series of commands
- Draw pictures and/or write phrases that demonstrate understanding while teacher provides a series of commands
- Hold up pictures and/or phrases that correspond to the message delivered while listening to a story, song, or poem
- Use picture and simple phrases to communicate basic needs and feelings

### Extension Strategies/Activities:

- Combine weather words and temperature words to describe the weather in a complete sentence in a target language.
- Identify extended family members in a target language

### Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers

**Hainesport Township School District**

Curriculum Guide

Grade 3-5 Novice-Mid Content Area: World Languages

	<ul style="list-style-type: none"><li>● Reading window</li><li>● Pair visual learners with auditory learners</li><li>● Provide alternate form or assessment IE: projects, dioramas</li><li>● Pair low level readers with high level readers</li><li>● Retell story by drawing or speaking</li><li>● Visual aids</li><li>● Advance notice for tests</li><li>● Provide a copy of notes</li><li>● Provide study guide</li><li>● <input type="checkbox"/> Modified tests as needed</li></ul>
<p><b>Suggested Assessments:</b></p> <p>Performance Task:</p> <ul style="list-style-type: none"><li>● Perform a physical activity that shows comprehension of a teacher’s instructions</li><li>● Use gestures appropriately in context (respond to statements or initiate conversation)</li></ul> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"><li>● Identify a gesture from a selection of gestures provided</li><li>● Hold up pictures that correspond to a given greeting</li></ul>	

# Support Documents

# **Modifications and Extensions: A Guide for Differentiated Instruction**

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## **Introduction**

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.