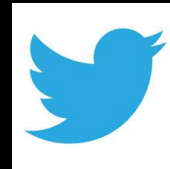


PoWeRFuL

Educators

Revising Units & Lessons to Align with the Revised Standards

Marissa Coulehan
NYSAFLT President



@srtacoulehan
@NYSAFLT

Vibe Check





Interpretive Communication

Learners **understand**, **interpret**, and **analyze** what is heard, read, received, or viewed on a variety of topics, including a range of diverse texts, including...

Understand

- Identify...
 - cognates; topic; facts; main idea; sequence of events; supporting details
- Label
- List
- Match

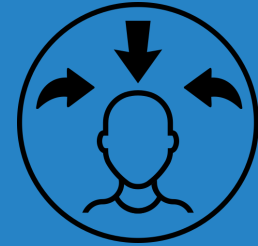
Interpret

- Compare
- Identify...
 - intended audience; purpose of a text
- Infer meaning from context
- Make...
 - predictions; inferences

Analyze

- Classify
- Identify
 - point of view; tone; cultural perspectives; cultural comparisons
- React

Standard 1 Interpretive Communication



Language Functions

*Source: Language Functions Verbs for the
NYS Learning Standards for World
Languages – Heller (2022 June 17)*



Interpersonal Communication

Learners interact and negotiate meaning in spontaneous spoken, visual, or written communication to **exchange information** and **express feelings, preferences, and opinions**.

Exchange Information

- Ask or Give...
 - someone's name; someone's age
 - directions; excuses; help; ideas; information; news; reasons; reminders; suggestions; warnings
- Ask or Tell...
 - future plans; past events; a secret
 - *What...*a price is; is happening; someone needs; someone used to do
 - *Where...*someone is; something is located; something is taking place
- Describe...
 - a person; a place; a thing
- Greet someone or say goodbye
- Identify or introduce someone
- Make...
 - arrangements to meet; comparisons; observations; plans; purchases or return
- Offer, Accept, or Refuse...
 - food; invitations; requests

Express (Exchange) Feelings

- Ask or Tell about...
 - feelings; health; illness; wellness
- Complain
- Express...
 - annoyance; boredom; certainty; concern; disappointment; displeasure; distress; doubt; empathy; excitement; fear; hesitation; impatience; indecision; interest; relief; satisfaction; surprise; sympathy; wishes
- Offer or Respond to...
 - an apology; condolences; congratulations; criticism; encouragement; good wishes; regrets; thanks

Interpersonal Communication
continued on next page.

Language Functions

Standard 2
Interpersonal
Communication



Interpersonal Communication (cont'd)

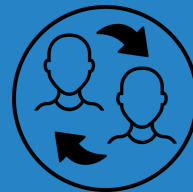
Learners interact and negotiate meaning in spontaneous spoken, visual, or written communication to **exchange information** and **express feelings, preferences, and opinions**.

Express (Exchange) Preferences

- Ask for or Make...
 - recommendations; suggestions
- Accept or Give...
 - advice; permission; prohibitions; warnings
- Accept or Reject...
 - advice; recommendations; requests; suggestions
- Express or React to...
 - likes and dislikes; preferences

Express (Exchange) Opinions

- Agree or Disagree
- Ask for or Express Opinions
- Brag
- Criticize
- Express...
 - Boredom; dissatisfaction; enthusiasm; indifference; satisfaction
- Pay or Respond to a Compliment
- Use



Source:
Language Functions Verbs for the NYS Learning Standards for World Languages – Keller (2022 June 17)



Presentational Communication

Learners present information and ideas on a variety of topics adapted to various audiences of listeners. They are able to describe, inform, narrate, explain, and persuade.

Describe

- Describe...
 - people; plans; places; things

Inform

- Give...
 - directions; information; names; a summary
- Make...
 - announcements; comparisons; observations
- Tell...
 - someone's age; the time; prices
 - *How often...* someone does something; something happens
 - *What...* someone needs; someone does
 - *Where...* events, people, or things are located

Narrate

- Identify...
 - people, places, times
- Narrate...
 - habitual actions; what people used to do; what something or someone used to be like
 - future events; past events
 - a story or anecdote's beginning, middle, and end

Explain

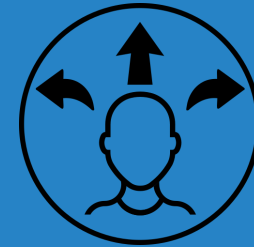
- Compare
- Draw conclusions
- Give examples
- Make connections
- Offer or Reject...
 - possible explanations; ideas

Persuade

- Advise
- Agree or disagree
- Criticize
- Forbid something
- Express...
 - feelings; opinions; preferences
- Give...
 - advice; reasons; reminder; warning
- Justify
- Make...
 - arguments; excuses; recommendations; suggestions
- Tell...
 - someone what to do

Standard 3

Presentational Communication



Language Functions

Source: Language Functions Verbs for the NYS Learning Standards for World Languages – Heller (2022 June 17)

Examples of integrated lessons of communicative tasks for early learners

*I
can...*



language function...

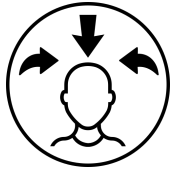


context for communication.

Theme: Science,
Technology, & the Arts

Context: Five Senses





What smells good? What smells bad?

Standard 1

Interpretive Communication

I can identify what smells good and what smells bad.

| | | Huele bien | Huele mal |
|---|--|------------|-----------|
|  Las flores |  Perro mojado | | |
|  El limón |  El ajo | | |
|  La cebolla |  Los calcetines | | |
|  El chocolate caliente |  La fresa | | |
|  Las rosas |  La vela | | |
|  Los pies |  La basura | | |
|  Los zapatos |  La canela | | |
|  El cilantro |  La naranja | | |
|  El pescado |  La manzana | | |
|  El limón verde |  El chocolate | | |

¿Huele bien?



Las Flores



Perro mojado



El limón



El ajo



La cebolla



Los calcetines



El chocolate caliente



La fresa



Las rosas



La vela

¿Huele mal?



Los pies



La basura



Los zapatos



La canela



El cilantro



La naranja



El pescado



La manzana



El limón verde



El chocolate

I can ask and tell my preferences of various smells to a friend.

I can agree or disagree with a friend preferences of various smells.

Standard 2
Interpersonal Communication

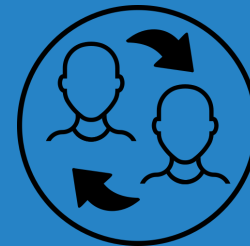


Image Source: [Scholastic Make Math Fun](#)

Standard 3
Presentational Communication



I can identify what I smell and express my preferences.



¿Qué hueles? ¿Huele bien o huele mal?

Smell each cup. Write what you think it is by using the numbers 1 - 10.
Then, indicate if you think it smells good or bad by drawing a smiley face.



el limón _____



el cilantro _____



el chocolate _____



la naranja _____



la canela _____



el pescado _____



el ajo _____



la cebolla _____



el café _____

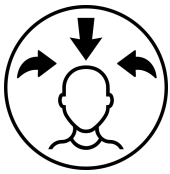


el perfume _____

Theme: Identity &
Social Relationships

Topics: Identity,
Family (& *Social*) **Relationships**





Standard 1

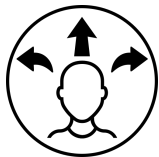
Interpretive Communication

I can identify words to use to describe myself.

¿Cómo eres?

Describe Yourself

| Yo soy... I am... | | | | Yo no soy... I am not... |
|--|---|--|--|--|
|  talentoso/ talentosa |  atlético/ atlética |  generoso/ generosa |  amable |  inteligente |
|  cómico/ cómica |  fuerte |  bonito/ bonita |  alto/ alta |  bajo/ baja |



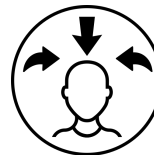
Standard 3
Presentational Communication

I can describe myself.



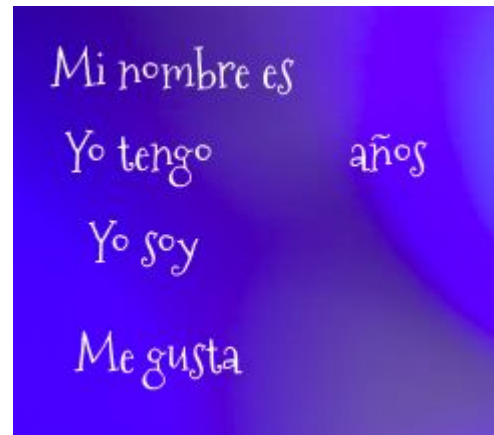
My name
is...
I am ... years
old
I am ... (tall, kind, etc.)

I like ... (to read, to play sports, etc.)



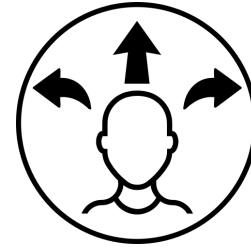
Standard 1
Interpretive Communication

I can identify a classmate based on descriptions.





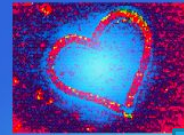
Standard 3
Presentational Communication



I can describe myself and someone in my family.

Soy yo

Mi nombre es:



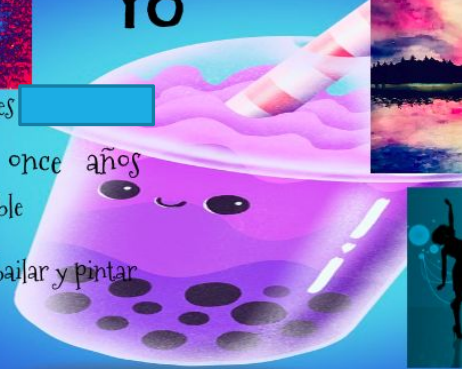
Yo

Mi nombre es

Yo tengo once años

Yo soy amable

Me gusta bailar y pintar



Mi familia

Mi prima se llama

Mi prima tiene once años

Mi prima es amable

A mi prima le gusta pintar



NYS World Languages Themes and Topics



Understand the Themes and Topics for World Languages

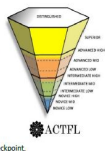
This World Languages Curriculum Guide presents four overarching themes and 17 associated topics for use by teachers and curriculum designers in instructional planning. The themes serve as unifying ideas, while topics identify specific foci for teaching and learning within the themes. Themes are addressed at all Checkpoints (A, B, C), while the topics are aligned to specific Checkpoints. Together, themes and topics serve as the meaningful contexts of communication and promote the development of proficiency as learning spirals through the [ACTFL Proficiency Pyramid](#).

Topics appropriate for Novice learners at Checkpoint A specifically relate to communicating about their everyday experiences. As learners advance through Checkpoints B and C, they communicate about topics beyond their own immediate experiences. This document serves as an instrument to ensure that the themes and topics are addressed for each Checkpoint.

This document supports teachers to think broadly as they create engaging thematic units that show relationships among topics in meaningful ways. High frequency topics are addressed in multiple contexts to promote retention. Teachers and curriculum designers have the flexibility to integrate topics from several theme groups to develop a larger overarching theme.

This document facilitates the exploration of the Connections goal area of the [World-Readiness Standards for Learning Languages](#) (2015). The wide breadth and range of the themes and topics enable teachers of different types of programs to include interdisciplinary content viewed through many lenses. This encourages the design of learning experiences which allow learners to "build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively" (3.1), and to "access and evaluate information and diverse perspectives that are available through the language and its cultures." (3.2)

Teachers familiar with Modern Languages for Communication (1986) and Learning Standards for Languages Other Than English (1996) will note that those topics are still represented in this guide. New topics are included, and former subjects are expanded. It is important that those designing benchmark assessments for each Checkpoint keep these topics in mind, as they provide teachers and learners with a guideline to prepare students for proficiency-based assessments.



Themes & Topics for Modern Languages by Checkpoint

| | A | B | C |
|---|---|---|---|
| A. Identity & Social Relationships | | | |
| Identity | X | X | X |
| Family & Social Relationships | X | X | X |
| Celebrations, Customs, & Traditions | X | X | X |
| B. Contemporary Life | | | |
| Food & Meal Taking | X | X | X |
| House & Home | X | X | X |
| School Life & Education | X | X | X |
| Travel | X | X | X |
| Leisure | X | X | X |
| Communities & Neighborhood | X | X | X |
| Shopping | X | X | X |
| Earning a Living | | X | X |
| C. Science, Technology, & the Arts | | | |
| Health & Wellness | X | X | X |
| Physical Environment, Climate, Weather, & Geography | X | X | X |
| Technology, Media, & Social Media | X | X | X |
| The Arts | | X | X |
| D. Global Awareness & Community Engagement | | | |
| Environmental Issues & Sustainability | | X | X |
| Social Justice & Human Rights | | | X |

New York State Themes and Topics for World Languages (2021)

2

Modern Languages

Classical Languages

| Theme/Checkpoint | A | B | C |
|---|---|--|--|
| Daily Life & Societal Institutions | Pastimes, athletics, circus, arena | Pastimes, athletics, circus, arena, baths | Pastimes, athletics, circus, arena, baths, theatre |
| | Everyday family fare | Everyday family fare, banquets | Everyday family fare, banquets |
| | Number system, school life | Number system, school life, preparation and training for occupations, structure and curriculum | Number system, school life, preparation and training for occupations, structure and curriculum |
| | Social class structure | Social class structure | Social class structure |
| History, Government, & Economics | Historical periods and forms of government | Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, law, economic class structure, shops, commerce and trade, coinage | Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, law, economic class structure, shops, commerce and trade, coinage |
| | Deities: functions and attributes | Deities: functions and attributes, traditions and customs, festivals and holidays | Deities: functions and attributes, traditions and customs, festivals and holidays, augury, sacrifice |
| Religion, Myths, & Legends | Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values | Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values | Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values |
| | Buildings, structures, and works of art (e.g., mosaics, frescos) | Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric | Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, philosophy |
| Literature, Architecture, & Art | Buildings, structures, and works of art (e.g., mosaics, frescos) | Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric | Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, philosophy |
| | Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing | Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing | Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing |
| Identity & Family Life | Family members, childhood, family life, house, apartment, country home, rooms, furnishings, garden | Family members, childhood, family life, birth, coming of age, marriage, death & funerals, house, apartment, country home, rooms, furnishings, garden | Family members, childhood, family life, birth, coming of age, marriage, death & funerals, house, apartment, country home, rooms, furnishings, garden |
| | City and town, weather, animals, calendar | City and town, weather, animals, calendar, natural disasters, time | City and town, weather, animals, calendar, natural disasters, time |
| Physical Environment, Geography, & Travel | Relevant geography (e.g., Italy, Greece, and the Mediterranean) | Relevant geography (e.g., provinces) | Relevant geography (e.g., Asia Minor) |
| | Roads | Roads, modes of travel, mail and letter writing | Roads, modes of travel, mail and letter writing |



Anchor Theme

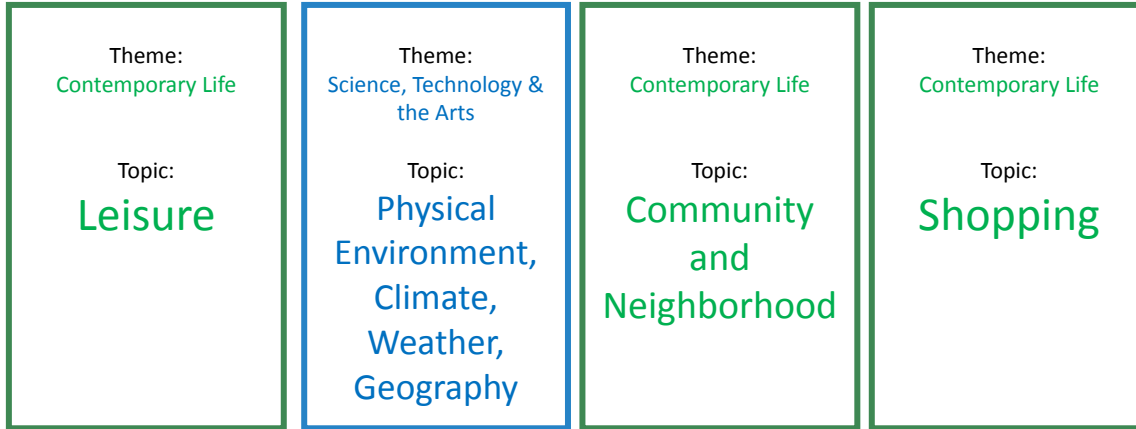
Anchor Topic

Integrated Topics



**Thematic
unit
planning in
early
language
programs**

Brainstorming a Unit Theme/Topics



↑ Anchor Topic ↑

↑ Integrated Topics ↑

Unit Theme:
What to Do on
a Snow Day!



UNIT PLAN CONTEXT

Language / Course:
 Spanish 4th grade

Length of Unit: 3-4 weeks

Proficiency Checkpoint and Proficiency Target:
 Checkpoint A; Novice Mid

Meaningful Unit Title:
 What to do on a snow day!

NYS World Language Anchor Theme:
 B. Contemporary Life

NYS World Language Anchor Topic:
 B. Leisure

Integrated NYS World Language Topics:
 Physical Environment, Climate, Geography, Weather; Shopping; Travel; Community & Neighborhood

Brief Unit Overview:


School is canceled! What can I do today? In this unit, students will **interpret** authentic resources relating to activities, food & beverage, and clothing for a snow day. They will **exchange information** about what they want to do, **express preferences** about the ways they choose to spend their time on a snow day, and **describe** what others are doing. They will **identify** cultural products and practices relating to World Snow Day and **compare** ways in which we enjoy the snow.

A snow day – Unit Plan Exemplar in progress


Mi nombre: _____


¿Qué hacen los chicos en el día de nieve?


Mark the activities that you hear/see in the video.



_____ esquiar 

_____ tomar chocolate caliente 

_____ hacer snowboard 


_____ hacer un iglú 

_____ ir en trineo 

_____ pintar la nieve  

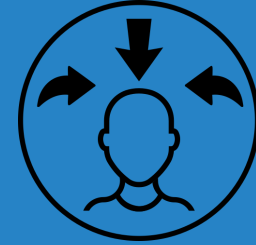
_____ hacer un muñeco de nieve 

_____ jugar con juguetes playeros 

_____ hacer una batalla de bolas de nieve 

I can make predictions.

Standard 1
Interpretive Communication



Scaffolded
#authres


before viewing

Video source: [Juegos en la nieve : Guerra de bolas, Trineo, muñeco de nieve - Vlog. MikelTube](#)


Mi nombre: _____


¿Qué hacen los chicos en el día de nieve?


Mark the activities that you hear/see in the video.



_____ esquiar 

_____ tomar chocolate caliente 

_____ hacer snowboard 


_____ hacer un iglú 

_____ ir en trineo 

_____ pintar la nieve  

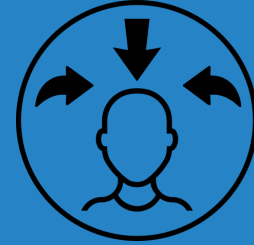
_____ hacer un muñeco de nieve 

_____ jugar con juguetes playeros 

_____ hacer una batalla de bolas de nieve 

I can understand the main idea and some details in an authentic resource.

Standard 1 Interpretive Communication



Scaffolded #authres


during viewing


Video source: [Juegos en la nieve : Guerra de bolas, Trineo, muñeco de nieve - Vlog. MikelTube](#)

Mi nombre: _____


¿Qué hacen los chicos en el día de nieve?


Mark the activities that you hear/see in the video.



_____ esquiar 


_____ tomar chocolate caliente 


_____ hacer snowboard 


_____ hacer un iglú 

_____ ir en trineo 

_____ pintar la nieve  

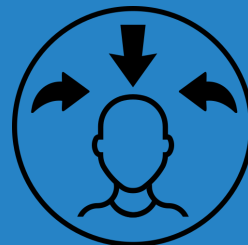
_____ hacer un muñeco de nieve 

_____ jugar con juguetes playeros 

_____ hacer una batalla de bolas de nieve 

I can check the accuracy of my predictions.

Standard 1
Interpretive Communication

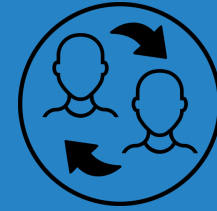


Scaffolded
#authres

after viewing

Video source: [Juegos en la nieve : Guerra de bolas, Trineo, muñeco de nieve - Vlog. MikeTube](#)

Scaffolded #authres



Standard 2
Interpersonal Communication

What do you prefer to do on a snow day?

Go on a magic sled

Make an igloo

Paint the snow

I prefer...
and you?



I prefer...



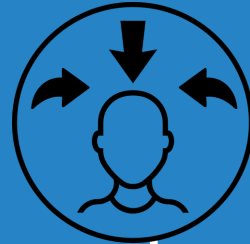
I can express preferences about snow day activities.

Video sources:

[EL INCREÍBLE TRINEO MÁGICO - Juegos en la NIEVE](#)
[Cómo Hacer un Iglú](#)

[ARTE EN LA NIEVE - Actividades Creativas](#)

Standard 1
Interpretive Communication



Summative performance task

List the activities and/or put a check next to the activities featured in a snow day video without image support.

Mi nombre: _____

¿Qué hacen los chicos en el día de nieve?
Mark the activities that you hear/see in the video.

_____ esquiar

_____ tomar chocolate caliente

_____ hacer snowboard

_____ hacer un iglú

_____ ir en trineo

_____ pintar la nieve

_____ hacer un muñeco de nieve

_____ jugar con juguetes playeros

_____ hacer una batalla de bolas de nieve

Video source: [NIÑOS JUGANDO EN LA NIEVE INCREIBLE! ❄️ Videos para niños for kids playin children Fun](#)

Standard 3

Presentational Communication



Describe what the mascot is wearing.

Information Gap Summative Performance Task

Dibuja tres (3) prendas de ropa para el invierno para BOB.
Escribe lo que lleva. Describe lo que lleva a tu compañer@.

*Draw three pieces of winter clothing for BOB.
Write what he is wearing. Describe what he is wearing to your friend.*

Mi "BOB"



Mi "BOB" lleva _____.

El "BOB" de mi compañer@



El "BOB" de mi compañer@ lleva _____.

Standard 2
Interpersonal Communication



Ask and tell a classmate what clothing the mascot is wearing.

What is your mascot wearing?
My mascot wears...

Information Gap Summative Performance Task

Dibuja tres (3) prendas de ropa para el invierno para BOB.
Escribe lo que lleva. Describe lo que lleva a tu compañer@.

*Draw three pieces of winter clothing for BOB.
Write what he is wearing. Describe what he is wearing to your friend.*

Mi "BOB"



Mi "BOB" lleva _____,

El "BOB" de mi compañer@



El "BOB" de mi compañer@ lleva _____,



Play is critical for world
language learners

**Guess what's in
the bag?**

ADIVINA: ¿QUÉ HAY EN LA BOLSA?



el lápiz



las tijeras



la carpeta



el cuaderno



los crayones



el pegamento



el marcador



el libro



el papel



el sacapuntas



el borrador



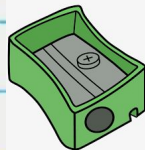
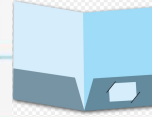
el lapicero/
el bolígrafo



Teacher v. Class

SHHH!

iShh!



Judge

Time's Up!

¡TIEMPO!

¿CUÁL ES TU ASIGNATURA FAVORITA?



Mi asignatura favorita es....¿y tú?



Lectura



Arte



Orquesta



Matemáticas



Educación
Física



Banda



Ciencias



Música



Almuerzo



Escritura



Tecnología



Recreo



Español



Biblioteca

True or false
no-prep game

JUEGO: Toma el lápiz (Grab the pencil)



**Categories Game:
Kinesthetic or
Group writing**

CATEGORÍAS



Circumlocution

/Act it out

games



The image shows a digital game interface on a wooden background. On the left is a grey deck of cards with a spiral binding at the top. To its right is a single card with a white background and a blue border. The card features a photograph of a colorful, knitted scarf. Below the image, the text "la bufanda" is written in a blue, sans-serif font. At the bottom of the screen, there are four buttons: a menu icon (three horizontal lines), a "Shuffle" button, an "Undo" button, and a "Deal" button. On the far right, there are icons for a speaker and a window management symbol (four arrows pointing outwards).



Four Corners

Spanish Sounds for Kids

Onomatopoeia Infographic

SpanishPlayground.net

Así suena en español.
SpanishPlayground.net

| | |
|---|---|
|  Glu, glu |  ¡Achís! |
|  ¡Toc, toc! |  ¡Blam! |
|  Tris, tras |  Tic, tac |
|  Rataplán |  Tolón, tolón |
|  Pío, pío |  Quiquiriquí |
|  Ñam, ñam |  ¡Muac! |
|  Plic, ploc |  Traca, traca |

Four Corners



Glu, glu



Quiquiriqui

Traca, traca



¡Toc, toc!



Standard 5
Cultural Comparisons



**Change the
Number
(memory)**

Describe your winter hat

CAMBIA EL NÚMERO

| | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |

Yo llevo el gorro...



de colores



de rayas



cómico



de estrellas/elegante



de superhéroe



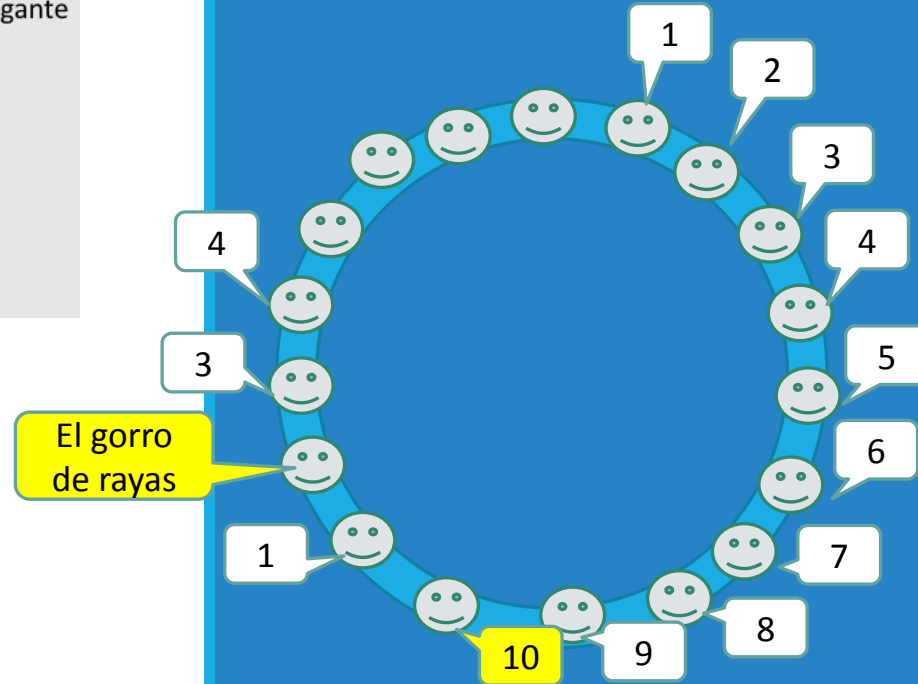
de color anaranjado



atlético

Games to build vocabulary

Change the number – (Memory Game)



El gorro de rayas



Using real-world
language to talk
about what world
language learners
care about

Calendar Talk

Incorporating purposeful routines to build proficiency



ABRIL


| Lunes | Martes | Miércoles | Jueves | Viernes | Sábado | Domingo |
|--|--------|--|--|--|--|--|
| | | | |  | 1  | 2  |
| 3  | 4 | 5  | 6  | 7  | 8  | 9 |
| 10  | 11 | 12  | 13 | 14  | 15  | 16  |
| 17  | 18 | 19  | 20  | 21 | 22  | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

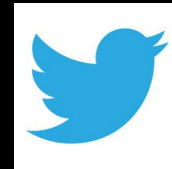


PoWeRFuL

Educators

Revising Units & Lessons to Align with the Revised Standards

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