

Long Beach Island Consolidated School District Curriculum Guide

**Grade: K-2**

**Content Area: World Language**

**Introduction:**

Students in Kindergarten through Second Grade World Language will complete seven units of study that cover general greetings and expressions in another language; completing a calendar, stating the date, and naming holidays; immediate family member names as well as close relatives' names; names for food items; names of animals; all about school; and names for items at home. All World Language units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

<b>Original Adoption: October 23, 2018</b>
<b>Revised on: July 1, 2019</b>
<b>Revised by: C. Sheplin</b>

<b>Recommended Pacing Guide</b>	
Unit 1: Saludos y Expresiones (Greetings and Expressions)	20 Days
Unit 2: El calendario (Calendar)	20 Days
Unit 3: Mi familia y yo (My Family and I)	20 Days
Unit 4: Las comidas (Foods)	20 Days
Unit 5: Animales (Animals)	20 Days
Unit 6: Mi escuela (My School)	20 Days
Unit 7: La Casa (House)	20 Days

*\*There are about 35 World Language classes throughout the school year*

<b>Unit 1: Saludos y Expresiones (Greetings and Expressions)</b>	<b>Duration: 20 Days</b>
<b>Standards/Learning Targets</b>	
<p><b>World Languages Core Content Standards:</b>            7.1- 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.</p>	
<p><b>Interpretive Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> </ul>	

- 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics.

**Interpersonal Mode (Novice-Mid):**

- 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Presentational Mode (Novice-Mid):**

- 7.1.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.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
  - 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

**Life and Career Standards:**

9.2 Career Awareness, Exploration, and Preparation- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**Evidence of Student Learning****Formative Tasks:**

- Flashcards
- Paired conversations
- Opening song
- Opening questions/answers

**Alternative Assessments:**

- Picture prompt assessment
- Selected Response assessment
- Constructed Response assessment

**Summative Assessments:**

- Conversational exercises
- Paired activities
- Role-playing

**Benchmark Assessments:**

- Pre/Post Assessment of greetings
- Pre/Post Assessment of names
- Pre/Post Assessment of numbers 0-20
- Pre/Post Assessment of age

**Knowledge & Skills****Enduring Understandings:**

- Successful communication is knowing how, when, and why to convey a message to different audiences.

**Essential Questions:**

- Why is it important to greet people?
- Why is it important to be polite?
- How do I develop communicative competence?

<ul style="list-style-type: none"> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The content of the world languages classroom encompasses the entire learning experience.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Language reflects and is influenced by the culture in which it is found.</li> <li>● Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I use a foreign language in real-world situations?</li> <li>● What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>● How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>● How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>● Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>● How is language a product of culture?</li> <li>● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Supplemental books</li> <li>● Audio CD's</li> <li>● Videos</li> <li>● Puppets</li> <li>● Drag &amp; drop with SMART boards</li> <li>● Stories w/KidPix</li> <li>● World Book</li> <li>● Quia.com</li> <li>● Target language games/activities</li> <li>● Cultural Realia</li> <li>● <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>● <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>● <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>My First Spanish Book - Greetings</i> by Miley Fisher</li> <li>● <i>Say Hello!</i> by Rachel Isadora</li> </ul>
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**Modifications and Accommodations**

**English Language Learners:**

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Show photos, videos, and definitions when possible for culturally unique vocabulary

**Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow movement
- Extra verbal/visual clues
- Provide extended time

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules

**Economically Disadvantaged:**

- Perspective and experiences of the children need to be considered
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

<b>Unit 2:</b> El calendario (Calendar)	<b>Duration:</b> 20 Days
<b>Standards/Learning Targets</b>	
<p><b>World Languages Core Content Standards:</b>  7.1- 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.</p>	
<p><b>Interpretive Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>● 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics.</li> </ul>	
<p><b>Interpersonal Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</li> <li>● 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> <li>● 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> </ul>	
<p><b>Presentational Mode (Novice-Mid):</b></p>	

- 7.1.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.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**21st Century Themes/Career Readiness:**

- 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.

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

### Evidence of Student Learning

#### Formative Tasks:

- Teacher observation of verbal communication
- Teacher observation of recognition skills
- Think-Pair share

#### Alternative Assessments:

- Picture prompt assessment
- Activities (make weather book)
- Question and answer session
- Presentations i.e. verbal & fill-in sentence strips
- Writing assignment (weather)

#### Summative Assessments:

- Flashcards
- Paired conversations
- Opening song
- Opening questions/answers

#### Benchmark Assessments:

- Present vocabulary and learn song for days of the week
- Fill in blank sentence strip calendar
- Weather booklets
- Verbal presentation of date and weather

### Knowledge & Skills

#### Enduring Understandings:

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Language reflects and is influenced by the culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.

#### Essential Questions:

- How is a calendar from a Spanish-speaking country different from the American calendar?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write, and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values, and beliefs)

	reflected in a culture's products and social practices?
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=wIX2a94Jt2Y&amp;disable_polymer=true">https://www.youtube.com/watch?v=wIX2a94Jt2Y&amp;disable_polymer=true</a></li> <li>● <a href="https://www.youtube.com/watch?v=Zi0UqpyuTXk&amp;disable_polymer=true">https://www.youtube.com/watch?v=Zi0UqpyuTXk&amp;disable_polymer=true</a></li> <li>● <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>● <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>● <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Mañana Iguana</i>-story book</li> <li>● <i>My Week / Mi semana</i> by Gladys Rosa-Mendoza</li> </ul>
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**Modifications and Accommodations**

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- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

<b>Unit 3: Mi familia y yo (My Family and I)</b>	<b>Duration: 20 Days</b>
<b>Standards/Learning Targets</b>	
<p><b>World Languages Core Content Standards:</b>          7.1- 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.</p>	
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- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity.

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
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**Evidence of Student Learning**

**Formative Tasks:**

- Pre/Post Assessment of family members
- Exit Slips
- Class Discussions
- Turn and Talk
- Class Participation
- Assign homework activities

**Alternative Assessments:**

- Flashcards
- Paired conversations
- Opening song
- Opening questions/answers

**Summative Assessments:**

- Written performance tasks
- Selected Response assessment
- Constructed Response assessment

**Benchmark Assessments:**

- Oral exercises
- Presentations

**Knowledge & Skills**

**Enduring Understandings:**

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other

**Essential Questions:**

- How is your family different from a Spanish-speaking family?
- How is your family similar to a Spanish-speaking family?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?

<p>languages/cultures and why people think and act in different ways.</p> <ul style="list-style-type: none"> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Songs using targeted vocabulary</li> <li>• Flyswatter game</li> <li>• Listen to teacher using targeted vocabulary and repeat words using correct pronunciation and intonation</li> <li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• <i>Family/La Familia</i> by Clare Beaton</li> <li>• <i>My family and I / Mi familia y yo</i> by Gladys Rosa-Mendoza</li> </ul>
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**Modifications and Accommodations**

<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Provide clear and specific directions</li> <li>• Model directions and provide gestures to increase understanding</li> <li>• Simplify written and verbal instructions</li> <li>• Provide written directions with models and diagrams when possible</li> <li>• Show photos, videos, and definitions when possible for culturally unique vocabulary</li> </ul> <p><b>Special Education/504 Plans/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan</li> </ul>
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- Allow movement
- Extra verbal/visual clues
- Provide extended time

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
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**Economically Disadvantaged:**

- Perspective and experiences of the children need to be considered
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

<b>Unit 4: Las comidas (Foods)</b>	<b>Duration: 20 Days</b>
<b>Standards/Learning Targets</b>	
<p><b>World Languages Core Content Standards:</b>  <b>7.1-</b> 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.</p>	
<p><b>Interpretive Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.</li> <li>● 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</li> <li>● 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).</li> <li>● 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> <li>● 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics.</li> </ul>	
<p><b>Interpersonal Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</li> <li>● 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</li> <li>● 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> <li>● 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> <li>● 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> </ul>	
<p><b>Presentational Mode (Novice-Mid):</b></p> <ul style="list-style-type: none"> <li>● 7.1.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.</li> </ul>	

- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
  - 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century Themes/Career Readiness:**

- 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.

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts

**Evidence of Student Learning**

**Formative Tasks:**

- Flashcards
- Paired conversations
- Opening song
- Opening questions/answers

**Alternative Assessments:**

- Paired activities
- Role-playing
- Games
- Songs

	<ul style="list-style-type: none"> <li>● Cool down-review of current lesson</li> <li>● Oral exercises</li> <li>● Exit strategies</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Picture prompt assessment</li> <li>● Oral prompt responses</li> <li>● Selected Response assessment</li> <li>● Role-playing</li> <li>● Constructed Response assessment</li> <li>● Drawings</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Pre/Post Assessment of breakfast foods</li> <li>● Pre/Post Assessment of lunch foods</li> <li>● Pre/Post Assessment of diner foods</li> <li>● Pre/Post Assessment of utensils items</li> </ul>

**Knowledge & Skills**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Successful communication is knowing how, when, and why to convey a message to different audiences.</li> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● The content of the world languages classroom encompasses the entire learning experience.</li> <li>● Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>● Language reflects and is influenced by the culture in which it is found.</li> <li>● Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How is American food different from food of Spanish-speaking countries?</li> <li>● How do I develop communicative competence?</li> <li>● How can I use a foreign language in real-world situations?</li> <li>● What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>● How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>● How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>● Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>● How is language a product of culture?</li> <li>● How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● Teacher created materials</li> <li>● Supplemental books</li> <li>● Audio CD's</li> <li>● <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● <i>I want my banana! ¡Quiero my plátano!</i> by Mark Risk</li> </ul>
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- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

- *My Food / Mi Comida* by Rebecca Emberley

### Modifications and Accommodations

#### **English Language Learners:**

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Show photos, videos, and definitions when possible for culturally unique vocabulary

#### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow movement
- Extra verbal/visual clues
- Provide extended time
- Modified work load

#### **Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Positive reinforcement

#### **Economically Disadvantaged:**

- Perspective and experiences of the children need to be considered
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

**Unit 5: Animales (Animals)****Duration: 20 Days****Standards/Learning Targets****World Languages Core Content Standards:**

7.1- 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.

**Interpretive Mode (Novice-Mid):**

- 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

**Interpersonal Mode (Novice-Mid):**

- 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Presentational Mode (Novice-Mid):**

- 7.1.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.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**21st Century Themes/Career Readiness:**

- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts

**Evidence of Student Learning**

**Formative Tasks:**

- Oral exercises
- Quizzes
- Tests

**Alternative Assessments:**

- Paired conversations
- Opening song
- Paired activities
- Games
- Exit strategies

**Summative Assessments:**

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Posters/Drawings
- Constructed Response assessment
- Illustrating and reading of forest animal book

**Benchmark Assessments:**

- Pre/Post Assessment of farm animals
- Pre/Post Assessment of forest animals
- Pre/Post Assessment of numbers zoo animals

**Knowledge & Skills**

**Enduring Understandings:**

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Language reflects and is influenced by the culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.

**Essential Questions:**

- How do American animal sounds differ from those of Spanish-speaking countries?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?

	<ul style="list-style-type: none"> <li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Create a book based on <i>Oso Café</i> or <i>Brown Bear, Brown Bear</i> by Eric Carle</li> <li>• Song to identify animals</li> <li>• Present animal vocabulary using realia</li> <li>• Each student select one zoo animal to illustrate a mural created by the entire class</li> <li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• <i>Brown Bear, Brown Bear</i> – by Eric Carle</li> <li>• <i>¡Toca, toca perritos!</i> By Fiona Watt (kindergarten)</li> <li>• <i>Soy una Oruga</i> by Jean Marzollo (1)</li> <li>• <i>Los Animales</i> by Jo Litchfield (2)</li> <li>• <i>Soy Una Semilla</i> by Jean Marzollo</li> </ul>
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<b>Unit 6:</b> Mi escuela (My School)	<b>Duration:</b> 20 Days
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**Standards/Learning Targets**

**World Languages Core Content Standards:**  
 7.1- 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.

- Interpretive Mode (Novice-Mid):**
- 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.
  - 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

- 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics.

**Interpersonal Mode (Novice-Mid):**

- 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Presentational Mode (Novice-Mid):**

- 7.1.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.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts

**Evidence of Student Learning**

**Formative Tasks:**

- Simple Q & A
- Teacher observation of verbal communication skills
- Teacher observation of recognition skills
- Pre/post assessment of classroom objects

**Alternative Assessments:**

- Label objects in classroom
- Describe an object by its size- Small, Medium or Large

**Summative Assessments:**

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Posters/Drawings

**Benchmark Assessments:**

- Pre and post assessment of classroom objects
  - Pre (matching)
  - Post (fill in the blank)

**Knowledge & Skills**

**Enduring Understandings:**

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.

**Essential Questions:**

- How are schools from a Spanish-speaking country different from schools in America?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?

<ul style="list-style-type: none"> <li>• The content of the world languages classroom encompasses the entire learning experience.</li> <li>• Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</li> <li>• Language reflects and is influenced by the culture in which it is found.</li> <li>• Cultural perspectives are gained by using the language and through experience with its products and practices.</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies do I need to communicate in linguistically and culturally appropriate ways?</li> <li>• How does the content of the world languages classroom help me understand who I am and the world in which I live?</li> <li>• How does content help me respond to important questions that extend my learning beyond the classroom?</li> <li>• Why do people from different cultures sometimes say, write, and do things differently from the way I do them?</li> <li>• How is language a product of culture?</li> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>• Lotería de números y objetos del salón</li> <li>• Matamoscas</li> <li>• Fill in the blank activity page</li> <li>• Flash cards</li> <li>• Create and label a classroom</li> <li>• <a href="http://elmundodepepita.blogspot.com/">http://elmundodepepita.blogspot.com/</a></li> <li>• <a href="https://funforspanishteachers.com/">https://funforspanishteachers.com/</a></li> <li>• <a href="https://www.spanishplayground.net/">https://www.spanishplayground.net/</a></li> <li>• Memory game</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>• <i>El Primer Día de Clases</i> (Spanish Edition) by Katish Mira</li> <li>• <i>Franklin Va a La Escuela</i> by Paulette Bourgeois and Alejandra Lopez Varela</li> <li>• <i>Prudencia Se Preocupa</i> by Kevin Henkes</li> </ul>
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**Modifications and Accommodations**

<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Provide clear and specific directions</li> <li>• Model directions and provide gestures to increase understanding</li> <li>• Simplify written and verbal instructions</li> <li>• Provide written directions with models and diagrams when possible</li> <li>• Show photos, videos, and definitions when possible for culturally unique vocabulary</li> </ul>
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**Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow movement
- Extra verbal/visual clues
- Provide extended time

**Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules

**Economically Disadvantaged:**

- Perspective and experiences of the children need to be considered
- Give every student the same opportunity for success.
- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning

<b>Unit 7: La Casa (House)</b>	<b>Duration: 20 Days</b>
<b>Standards/Learning Targets</b>	
<b>World Languages Core Content Standards:</b>	

7.1- 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.

**Interpretive Mode (Novice-Mid):**

- 7.1.NM.A.1- Recognize familiar spoken or written words and phrases contained culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3- Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.3- Demonstrate comprehension of brief oral and written messages using age- and level- appropriate, culturally authentic materials on familiar topics.

**Interpersonal Mode (Novice-Mid):**

- 7.1.NM.B.1- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

**Presentational Mode (Novice-Mid):**

- 7.1.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.
- 7.1.NM.C.2- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3- Copy/write words phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

**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 to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
  - 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

**21st Century Themes/Career Readiness:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP11. Use technology to enhance productivity.

**Life and Career Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community

**Primary Interdisciplinary Connections:**

- **ELA**
  - Speaking & Listening
    - SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly.
    - SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts

**Evidence of Student Learning****Formative Tasks:**

- Think-Pair-Share
- Total Physical Response (TPR)
- Paired conversations
- Opening song
- Oral exercises
- Conversational exercises
- Paired activities
- Exit strategies

**Alternative Assessments:**

- Create and present a simple home using shapes and colors
- Games

**Summative Assessments:**

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Posters/Drawings

**Benchmark Assessments:**

- Pre/Post Assessment of home items

## Knowledge & Skills

### Enduring Understandings:

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Language reflects and is influenced by the culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.

### Essential Questions:

- How do American homes compare to Spanish-speaking homes?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write, and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?

## Core Instructional & Supplemental Materials

### Suggested Activities/Resources:

- Drag and drop for vocabulary (SM)
- Bingo/loteria game, vocabulary of home items
- Songs and rhymes using target vocabulary
- Simple board games to practice targeted vocabulary
- Matamoscas-flyswatter game
- La casa presentation using shapes and colors
- Listen to teacher using target vocabulary and repeat words using correct pronunciation and intonation
- Sing the "Chocolate" song using a molinillo
- <http://www.senorwooly.com>

### Varied Levels of Text:

- *La casa adormecida / The Napping House* by Houghton Mifflin
- *LA Casita/the Little House* by Virginia Lee Burton

- <http://www.quia.com>
- <http://www.calicospanish.com>
- <http://www.edcanvas.com>
- <http://www.kerpoof.com>
- <http://www.netop.com>
- [www.Google.voice.com](http://www.Google.voice.com)
- <http://www.sparkenthusiasm.com>
- <http://www.spanishspanish.com>
- <http://www.cantandoaprendohablar.com>
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

### **Modifications and Accommodations**

#### **English Language Learners:**

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Show photos, videos, and definitions when possible for culturally unique vocabulary

#### **Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow movement
- Extra verbal/visual clues
- Provide extended time

#### **Students at Risk of Failure:**

- Make sure children feel welcome and comfortable while being discrete
- Pair with adult mentor or buddy
- Provide structure and adhere to a consistent daily routine with clear and concise rules

#### **Economically Disadvantaged:**

- Perspective and experiences of the children need to be considered
- Give every student the same opportunity for success.

- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences.

**Culturally Diverse:**

- Provide positive praise to increase motivation
- Seek information about home culture to gain understanding
- Tap into students backgrounds to enhance learning