

**Beach Haven School District**  
**World Language Curriculum**  
**Grades K-2**

## Introduction

The district is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the NJ Student Learning Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The district is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of people from other cultures.

Revised on:	December 20, 2019
Revised by:	Katie Micek
Proposed Revision Date:	Summer 2022

### World Language Pacing Guide

<b>Unit 1: ¿Dónde vives? / Where Do You Live?</b>	<b>Kindergarten- 20 days</b>
<b>Unit 2: Mi cuerpo / My Body</b>	<b>Kindergarten- 20 days</b>
<b>Unit 3: El calendario / The Calendar</b>	<b>1st Grade - 20 days</b>
<b>Unit 4: ¿Tienes hambre? / Are You Hungry?</b>	<b>1st Grade - 20 days</b>
<b>Unit 5: ¿Cuándo y dónde? / When &amp; Where?</b>	<b>1st Grade - 20 days</b>
<b>Unit 6: La familia / The Family</b>	<b>1st Grade - 20 days</b>
<b>Unit 7: Mi escuela / My School</b>	<b>2nd Grade - 20 days</b>
<b>Unit 8: Todo el año / All Year</b>	<b>2nd Grade - 20 days</b>
<b>Unit 9: Los animales de granja / Farm Animals</b>	<b>2nd Grade - 20 days</b>
<b>Unit 10: Las plantas / Plants</b>	<b>2nd Grade - 20 days</b>

**Unit:** 1: ¿Dónde vives? / Where Do You Live?

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

### **Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

### **504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

### **Knowledge and Skills**

#### **Topics Covered:**

- Different kinds of communities
- family members
- different rooms in the house

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.

- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### **Vocabulary**

Where do you live

I live in.. house, apartment, city,

Who do you live with?

I live with my family.. mom and dad, sister, brother, aunt, uncle

Hello/Goodbye

How are you?

Repeat/Listen

Living room, dining room, bedroom, kitchen

### **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 in 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.
- 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:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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.

### Essential Understandings

*Students will understand that...*

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.
- How to ask and answer related questions in Spanish.
- 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

- Why are words alone not sufficient for meaningful communication?
- What is communication? What do you need to be able to do in another language to communicate?
- Do social and academic contexts influence modes of communication?
- How can I talk to others using a different language?
- 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,

	<p>write, and do things differently from the way I do them?</p> <ul style="list-style-type: none"> <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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<b>Evidence of Student Learning: Assessments for each unit</b>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Question and Answer</li> <li>• Conferencing</li> <li>• Flashcards</li> <li>• Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Check with Scoring Rubric</li> <li>• Student Created Project with Teacher Scoring Rubric</li> <li>• Conference Anecdotal Notes</li> <li>• Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio Assessment</li> <li>• Oral Proficiency Test</li> <li>• Unit Assessments</li> <li>• Conversational exercises</li> <li>• Paired activities</li> <li>• Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul>

## Resources - Literature

- Northern Arizona University: Learning Partner Guidelines.  
Copyright: 2005, Arizona University  
Northern Arizona University: CD ROM program
- Da Coll, Ivar, *Carlos* (Grades K-3). A special guest, his little brother, has arrived at Carlos's house, and Carlos asks how long he will have to put up with this new guest. His father tells him, Forever!
- Cortés, Eunice & Laura, *Diego rana-pintor*. Based on the life of the great Mexican painter Diego Rivera, This book allows children to learn about his childhood in Guanajuato, his life as an artist, and his works of art. The vivid and colorful illustrations will surely delight young readers!
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- Chaktoura, Julia, *El baúl de mi mundo: Un libro sobre los tamaños* (Grades Pre-K–1) Math Concepts, Language Concepts, Identity.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6). Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6). Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group

## Websites

<http://www.tprstorytelling.com/story.htm>

TPRS strategies

<http://www.msu.edu/~sandinkr/tprsarticles.htm>

Articles on TPRS

<http://teachers.net/mentors/software/topic1424/8.05.06.23.5.2.55.html>

Clipart

**Unit:** 2: Mi cuerpo/ My Body

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

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- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

**Special Education**

- One on one instruction
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**504**

- One on one instruction
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- Follow all 504 plan modifications
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**Knowledge and Skills****Topics Covered:**

- Body Parts
- Personal Hygiene/ Health

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
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- Use pictures and other visual cues to infer meaning.

- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### **Vocabulary**

Where do you live

I live in.. house, apartment, city,

Who do you live with?

I live with my family.. mom and dad, sister, brother, aunt, uncle

Hello/Goodbye

How are you?

Repeat/Listen

My body: foot, head, leg, hand, arm, face, hair, eyes, mouth, nose

Colors: red, blonde, brown, black, gary

I wash my hands, face, mouth

I go to school

I eat breakfast

### **World Languages Core Content Standards:**

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- 7.1.NM.A.3- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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- 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.

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**Career Ready Practices:**

- 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.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

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L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>● Language is a multi-faceted, multi-layered system of communication.</li><li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li><li>● How to ask and answer related questions in Spanish.</li><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</li></ul>	<ul style="list-style-type: none"><li>● Why are words alone not sufficient for meaningful communication?</li><li>● What is communication? What do you need to be able to do in another language to communicate?</li><li>● Do social and academic contexts influence modes of communication?</li><li>● How can I talk to others using a different language?</li><li>● How do American homes compare to Spanish-speaking homes?</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 helps me respond to important questions that extend my learning beyond the classroom?</li></ul>

practices.

- 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?

**Evidence of Student Learning:  
Assessments for each unit**

**Formative Assessments**

- Teacher Observation
- Question and Answer
- Conferencing
- Flashcards
- Pair Conversations

**Alternative Assessment:**

- Student Notebook Check with Scoring Rubric
- Student Created Project with Teacher Scoring Rubric
- Conference Anecdotal Notes
- Group Work/Class Discussion Rubric

**Summative Assessments**

- Portfolio Assessment
- Oral Proficiency Test
- Unit Assessments
- Conversational exercises
- Paired activities
- Role-playing

**Benchmark Assessment**

- Unit Assessment

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Clipart

**Unit:** 3: El Calendario/ The Calendar

**Duration:** 20 Days

### **Accommodations & Modifications**

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### **Knowledge and Skills**

#### **Topics Covered:**

- importance of the calendar and the kinds of information we obtain from it
- Seasons, months, days of the week
- Birthdays and how it may be celebrated while living in a Spanish country

#### *Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement

- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Where do you live

I live in.. house, apartment, city,

Who do you live with?

I live with my family.. mom and dad, sister, brother, aunt, uncle

Hello/Goodbye

How are you?

Repeat/Listen

The calendar

Days of the week

Months of the Year

Numbers- 1-31

What is today's date?

When is your birthday?

My birthday is in \_\_\_\_

Seasons of the year

What is the weather like in this season?

Holidays: Christmas, All souls day, New Years, Valentines Day, Easter,

What season is this?

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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.
- 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.

**Career Ready Practices:**

- 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.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b> <i>Students will understand that...</i>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Language is a multi-faceted, multi-layered system of communication.</li> <li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li> <li>● How to ask and answer related questions in Spanish.</li> <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> </ul>	<ul style="list-style-type: none"> <li>● Why are words alone not sufficient for meaningful communication?</li> <li>● What is communication? What do you need to be able to do in another language to communicate?</li> <li>● Do social and academic contexts influence modes of communication?</li> <li>● How can I talk to others using a different language?</li> <li>● How do American homes compare to Spanish-speaking homes?</li> <li>● How do I develop communicative competence?</li> <li>● How can I use a foreign language in real-world situations?</li> </ul>

<ul style="list-style-type: none"> <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 helps 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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<b>Evidence of Student Learning: Assessments for each unit</b>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Question and Answer</li> <li>● Conferencing</li> <li>● Flashcards</li> <li>● Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Student Notebook Check with Scoring Rubric</li> <li>● Student Created Project with Teacher Scoring Rubric</li> <li>● Conference Anecdotal Notes</li> <li>● Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment</li> <li>● Oral Proficiency Test</li> <li>● Unit Assessments</li> <li>● Conversational exercises</li> <li>● Paired activities</li> <li>● Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul>

## Resources - Literature

- Northern Arizona University: Learning Partner Guidelines.  
Copyright: 2005, Arizona University  
Northern Arizona University: CD ROM program
- Da Coll, Ivar, *Carlos* (Grades K-3). A special guest, his little brother, has arrived at Carlos's house, and Carlos asks how long he will have to put up with this new guest. His father tells him, Forever!
- Cortés, Eunice & Laura, *Diego rana-pintor*. Based on the life of the great Mexican painter Diego Rivera, This book allows children to learn about his childhood in Guanajuato, his life as an artist, and his works of art. The vivid and colorful illustrations will surely delight young readers!
- Chaktoura, Julia, *El baúl de mis amigos: Un libro sobre el tiempo y las estaciones*. (Grades Pre-K–1) Seasons and Weather, Time, Animal Stories
- Chaktoura, Julia, *El baúl de mi mundo: Un libro sobre los tamaños* (Grades Pre-K–1) Math Concepts, Language Concepts, Identity.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6). Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6). Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group

## Websites

<http://www.tprstorytelling.com/story.htm>

TPRS strategies

<http://www.msu.edu/~sandinkr/tprsarticles.htm>

Articles on TPRS

<http://teachers.net/mentors/software/topic1424/8.05.06.23.52.55.html>

Clipart

<b>Unit:</b> 4- ¿Tienes hambre? / Are You Hungry?	<b>Duration:</b> 20 Days
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<b>Accommodations &amp; Modifications</b>
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| <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● TPR</li> <li>● Flexible/Cooperative Grouping</li> <li>● Graphic Organizers</li> <li>● Alternative Assessments</li> <li>● Flashcards</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul> |
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| <p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Alternative Assessments</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Graphic Organizers</li> <li>● Teacher/Peer Tutoring</li> </ul> |
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| <p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Extra Materials Provided</li> <li>● Set of Books Sent Home</li> <li>● Home Kit Created</li> <li>● Study Guides</li> </ul> |
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| <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Alternative Assessments/Assignments</li> <li>● Rubrics</li> <li>● Introduce Students to Higher Level Vocabulary</li> </ul> |
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**Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

**504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

**Knowledge and Skills****Topics Covered:**

- names of different foods
- Good nutrition

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.

- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning

How are you?

Repeat, please.

Are you hungry? Yes or No

What do you eat in spring?

Apple, orange, banana, lettuce, carrot, potato, celery, lime, strawberries, grapes, salt, chili, onion, garlic, avocado, tomato, candym soda, cheese, cake

What color are they?

Colors:

Feminine and plural forms of red, green, brown, yellow, purple, orange

Fruits, Vegetables, meat and beans, bread and cereal.

We drink milk because it gives us: protein, vitamins, minerals, energy

I eat with my family.

I am in the... kitchen, bedroom, living room, dining room.

Numbers 1-10

I want...

### 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 in 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.
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**Technology Standards:**

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- CRP1. Act as a responsible and contributing citizen and employee.
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**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**Essential Understandings**

*Students will understand that...*

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.
- How to ask and answer related questions in Spanish.
- 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.

**Essential Questions**

- Why are words alone not sufficient for meaningful communication?
- What is communication? What do you need to be able to do in another language to communicate?
- Do social and academic contexts influence modes of communication?
- How can I talk to others using a different language?
- 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?

<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 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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- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6). Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group

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Clipart

**Unit:** 5- ¿Cuándo y dónde? / When & Where?  
Review Unit

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

## **Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

## **504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

## **Knowledge and Skills**

### **Topics Covered:**

- Communities
- Body Parts
- Food
- Health
- Calendar- days, months

### *Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension

- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning

How are you?

Repeat, please.

Are you hungry? Yes or No

What do you eat in spring?

Apple, orange, banana, lettuce, carrot, potato, celery, lime, strawberries, grapes, salt, chili, onion, garlic, avocado, tomato, candym soda, cheese, cake

In spring and summer we eat.

What color are they?

Colors:

Feminine and plural forms of red, green, brown, yellow, purple, orange

Fruits, Vegetables, meat and beans, bread and cereal.

We drink milk because it gives us: protein, vitamins, minerals, energy

I eat with my family.

I am in the... kitchen, bedroom, living room, dining room.

Numbers 1-10

I want...

Seasons: What you do in each season- school, vacation, play outside

What do you do at each part of the day? eat, sleep, play, school

### 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):**

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- 7.1.NM.A.2- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
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- 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.
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9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Language is a multi-faceted, multi-layered system of communication.</li> <li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li> <li>● How to ask and answer related questions in Spanish.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>● Why are words alone not sufficient for meaningful communication?</li> <li>● What is communication? What do you need to be able to do in another language to communicate?</li> <li>● Do social and academic contexts influence modes of communication?</li> <li>● How can I talk to others using a different language?</li> <li>● How do American homes compare to Spanish-speaking homes?</li> </ul>

<p>communication gaps.</p> <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>● 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 helps 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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<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Question and Answer</li> <li>● Conferencing</li> <li>● Flashcards</li> <li>● Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Student Notebook Check with Scoring Rubric</li> <li>● Student Created Project with Teacher Scoring Rubric</li> <li>● Conference Anecdotal Notes</li> <li>● Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment</li> <li>● Oral Proficiency Test</li> <li>● Unit Assessments</li> <li>● Conversational exercises</li> <li>● Paired activities</li> <li>● Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul>

### Resources - Literature

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Articles on TPRS

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Clipart

<b>Unit:</b> 6: La familia / The Family	<b>Duration:</b> 20 Days
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<b>Accommodations &amp; Modifications</b>
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● TPR</li> <li>● Flexible/Cooperative Grouping</li> <li>● Graphic Organizers</li> <li>● Alternative Assessments</li> <li>● Flashcards</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Teacher Tutoring</li> </ul>
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>● Alternative Assessments</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Graphic Organizers</li> <li>● Teacher/Peer Tutoring</li> </ul>
<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>● Extra Materials Provided</li> <li>● Set of Books Sent Home</li> <li>● Home Kit Created</li> <li>● Study Guides</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Alternative Assessments/Assignments</li> <li>● Rubrics</li> <li>● Introduce Students to Higher Level Vocabulary</li> </ul>

**Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

**504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

**Knowledge and Skills****Topics Covered:**

- family members
- kinds of families

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.

- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning

How are you?

What is your name?

My name is..

Mom, dad, brother, sister, grandmother, grandfather, cousin, aunt, uncle

chair, table, floor

numbers 1-20

#### **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 in 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.
- 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.

**Career Ready Practices:**

- 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.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b>	<b>Essential Questions</b>
<i>Students will understand that...</i>	
<ul style="list-style-type: none"><li>● Language is a multi-faceted, multi-layered system of communication.</li><li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li><li>● How to ask and answer related questions in Spanish.</li><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>	<ul style="list-style-type: none"><li>● Why are words alone not sufficient for meaningful communication?</li><li>● What is communication? What do you need to be able to do in another language to communicate?</li><li>● Do social and academic contexts influence modes of communication?</li><li>● How can I talk to others using a different language?</li><li>● How do American homes compare to Spanish-speaking homes?</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 helps 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></ul>

	<ul style="list-style-type: none"> <li>• How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?</li> </ul>
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<b>Evidence of Student Learning: Assessments for each unit</b>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Question and Answer</li> <li>• Conferencing</li> <li>• Flashcards</li> <li>• Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Student Notebook Check with Scoring Rubric</li> <li>• Student Created Project with Teacher Scoring Rubric</li> <li>• Conference Anecdotal Notes</li> <li>• Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Portfolio Assessment</li> <li>• Oral Proficiency Test</li> <li>• Unit Assessments</li> <li>• Conversational exercises</li> <li>• Paired activities</li> <li>• Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> </ul>

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Clipart

**Unit:** 7: Mi escuela/ my school

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

**Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

**504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

**Knowledge and Skills****Topics Covered:**

- school
- learning
- school environment

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement

- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning/ Good-bye

How are you?

What is your name?

My name is..

What grade are you in?

What is your teacher's name?

principal, student, classroom, teacher

pencil, paper, books, desks,

numbers 1-10

alphabet

map of the school, cafeteria, classroom, playground

### 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):

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**Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
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**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

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<p>language and through experience with its products and practices.</p>	<p>classroom?</p> <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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Clipart

**Unit:** 8: Todo el año / All Year

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

**Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

**504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

**Knowledge and Skills****Topics Covered:**

- calendar
- seasons
- holidays
- winter clothing

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.

- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning

How are you?

What is your name?

My name is..

numbers 1-31

seasons

months

days of the week

birthday

coat, boots, gloves, sweater, jacket, scarf, cap, mittens

### 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 in 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.
- 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.
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- 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.

**Career Ready Practices:**

- 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.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Writing

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b> <i>Students will understand that...</i>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Language is a multi-faceted, multi-layered system of communication.</li> <li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li> <li>● How to ask and answer related questions in Spanish.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>● Why are words alone not sufficient for meaningful communication?</li> <li>● What is communication? What do you need to be able to do in another language to communicate?</li> <li>● Do social and academic contexts influence modes of communication?</li> <li>● How can I talk to others using a different language?</li> <li>● How do American homes compare to Spanish-speaking homes?</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 helps me respond to important questions that extend my learning beyond the</li> </ul>

<p>language and through experience with its products and practices.</p>	<p>classroom?</p> <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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<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Question and Answer</li> <li>● Conferencing</li> <li>● Flashcards</li> <li>● Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Student Notebook Check with Scoring Rubric</li> <li>● Student Created Project with Teacher Scoring Rubric</li> <li>● Conference Anecdotal Notes</li> <li>● Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment</li> <li>● Oral Proficiency Test</li> <li>● Unit Assessments</li> <li>● Conversational exercises</li> <li>● Paired activities</li> <li>● Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul>

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### Websites

<http://www.tprstorytelling.com/story.htm>

TPRS strategies

<http://www.msu.edu/~sandinkr/tprsarticles.htm>

Articles on TPRS

<http://teachers.net/mentors/software/topic1424/8.05.06.23.52.55.html>

Clipart

**Unit:** 9: Los animales de granja / Farm Animals

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
- Graphic Organizers
- Teacher/Peer Tutoring

#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
- Home Kit Created
- Study Guides

#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

**Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

**504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies

**Knowledge and Skills****Topics Covered:**

- farm animals and what we get from them

*Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement
- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.

- Imitate appropriate intonation for asking different types of questions in the target language.

### **Vocabulary**

Hello/Good Morning

How are you?

What is your name?

My name is..

farm animals- rooster, cows, horse, pig, elephant, dog, cat, goat

cheese, milk, food

### **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 in 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.
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**Technology Standards:**

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**Career Ready Practices:**

- 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.

**21st Century Life and Career Standards:**

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

**Primary Interdisciplinary Connections:**

ELA: Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

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L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>Essential Understandings</b>	<b>Essential Questions</b>
<i>Students will understand that...</i>	
<ul style="list-style-type: none"><li>● Language is a multi-faceted, multi-layered system of communication.</li><li>● Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.</li><li>● How to ask and answer related questions in Spanish.</li><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>	<ul style="list-style-type: none"><li>● Why are words alone not sufficient for meaningful communication?</li><li>● What is communication? What do you need to be able to do in another language to communicate?</li><li>● Do social and academic contexts influence modes of communication?</li><li>● How can I talk to others using a different language?</li><li>● How do American homes compare to Spanish-speaking homes?</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 helps 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></ul>

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Clipart

**Unit:** 10: Las Plantas/ Plants

**Duration:** 20 Days

### **Accommodations & Modifications**

#### **English Language Learners**

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Alternative Assessments
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

#### **Basic Skills**

- Alternative Assessments
- Modified Instructions/Assessments/Assignments
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#### **Economically Disadvantaged**

- Extra Materials Provided
- Set of Books Sent Home
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#### **Gifted and Talented**

- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary

## **Special Education**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies

## **504**

- One on one instruction
- Adaptive devices
- Provide differentiated instruction as needed
- Follow all 504 plan modifications
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## **Knowledge and Skills**

### **Topics Covered:**

- parts of a plant
- what plants need to grow
- many uses of plants in our daily lives

### *Students will be able to ...*

- Participate in culturally-authentic simulations, such greetings and celebrations.
- Demonstrate understanding of simple spoken language through a variety of media in the target language and based on topics such as self, family, school, etc.
- Interpret written and visual cues to understand simple texts in the target language.
- Generate ideas using graphic organizers and pictures.
- Use appropriate greetings and ask appropriate questions
- Present age-appropriate songs, poems, simple dialogues etc....
- Demonstrate proficiency in listening comprehension
- Demonstrate an awareness of their own culture.
- Express likes, dislikes, emotions, agreement and disagreement

- Use pictures and other visual cues to infer meaning.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language.

### Vocabulary

Hello/Good Morning

How are you?

What is your name?

My name is..

plants

parts: leaf, root, flower, stem, petal,

Plants give us: tea, fruits, vegetables,

need sun, water, dirt

#### **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.

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<b>Evidence of Student Learning: Assessments for each unit</b>	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Question and Answer</li> <li>● Conferencing</li> <li>● Flashcards</li> <li>● Pair Conversations</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Student Notebook Check with Scoring Rubric</li> <li>● Student Created Project with Teacher Scoring Rubric</li> <li>● Conference Anecdotal Notes</li> <li>● Group Work/Class Discussion Rubric</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment</li> <li>● Oral Proficiency Test</li> <li>● Unit Assessments</li> <li>● Conversational exercises</li> <li>● Paired activities</li> <li>● Role-playing</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>● Unit Assessment</li> </ul>

<b>Resources - Literature</b>
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- Northern Arizona University: Learning Partner Guidelines.  
Copyright: 2005, Arizona University  
Northern Arizona University: CD ROM program
- Da Coll, Ivar, *Carlos* (Grades K-3). A special guest, his little brother, has arrived at Carlos's house, and Carlos asks how long he will have to put up with this new guest. His father tells him, Forever!
- Cortés, Eunice & Laura, *Diego rana-pintor*. Based on the life of the great Mexican painter Diego Rivera, This book allows children to learn about his childhood in Guanajuato, his life as an artist, and his works of art. The vivid and colorful illustrations will surely delight young readers!
- Chaktoura, Julia, *El baúl de mis amigos: Un libro sobre el tiempo y las estaciones*. (Grades Pre-K–1) Seasons and Weather, Time, Animal Stories
- Chaktoura, Julia, *El baúl de mi mundo: Un libro sobre los tamaños* (Grades Pre-K–1) Math Concepts, Language Concepts, Identity.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6). Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6). Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group

### Websites

<http://www.tprstorytelling.com/story.htm>

TPRS strategies

<http://www.msu.edu/~sandinkr/tprsarticles.htm>

Articles on TPRS

<http://teachers.net/mentors/software/topic1424/8.05.06.23.52.55.html>

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