

Beach Haven School District
World Language Curriculum
Grades 3-4

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

Unit 1: La familia y la comunidad / Family & Community	Grade 3-20 days
Unit 2: Los servicios de mi comunidad / The Services in My Community	Grade 3- 20 days
Unit 3: La escuela / School	Grade 3- 20 days
Unit 4: Pueblos, ciudades y estados / Towns, Cities, & States	Grade 3- 20 days
Unit 5: Nuestro país y nuestros vecinos / Our Country & Our Neighbors	Grade 3- 20 days
Unit 6: Mis amigos y yo / My Friends & I	Grade 4- 20 days
Unit 7: ¿Cuánto y cuándo? / How Much & When?	Grade 4- 20 days
Unit 8: Familias del mundo hispano / Families of the Hispanic World	Grade 4- 20 days
Unit 9: Hábitats de las plantas / Plant Habitats	Grade 4- 20 days
Unit 10: Hábitats de los animales / Animal Habitats	Grade 4- 20 days

Unit: 1: La familia y la comunidad / Family & Community	Duration: 20 Days
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Economically Disadvantaged <ul style="list-style-type: none"> • Extra Materials Provided • Set of Books Sent Home • Home Kit Created • Study Guides
Gifted and Talented <ul style="list-style-type: none"> • Alternative Assessments/Assignments • Rubrics • Introduce Students to Higher Level Vocabulary
Special Education <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

Topics Covered: <ul style="list-style-type: none"> • family • job and professions in the community 	Knowledge and Skills
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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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.
- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

Family: grandmother, grandfather, mom, dad, uncle, aunt, sister, brother, cousin

_____ works in the _____. bank, factory, country, government, office, restaurant, school, store.

Standards:

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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 helps 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?

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

Resources - Literature
<ul style="list-style-type: none"> • Northern Arizona University: Learning Partner Guidelines. Copyright: 2005, Arizona University Northern Arizona University: CD ROM program • Da Coll, Ivar, <i>Carlos</i> (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, <i>Diego rana-pintor</i>. 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, <i>El baúl de mis amigos: Un libro sobre el tiempo y las estaciones</i>. (Grades Pre-K–1) Seasons and Weather, Time, Animal Stories • Chaktoura, Julia, <i>El baúl de mi mundo: Un libro sobre los tamaños</i> (Grades Pre-K–1) Math Concepts, Language Concepts, Identity. • Ada, Alma Flor, y Campoy, Isabel, <i>Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos</i> (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://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>
- <http://www.youtube.com/watch?v=YkMTea-sxQg&feature=relmfu>
<http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 2: Los servicios de mi comunidad/ The Services in My Community

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:**

- services provided in the areas where we live such as: fire station, police station, hospitals, school, garbage collection, mail services, banks, other types of business'

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.
- Compare and contrast aspects of their lives with those of Latin American children.

- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

Where does ____ live? a city, country

Doctors and nurses live in a hospital

Police works in a police station

Mail carriers work at post office

Teachers work at school

Trash collectors work at sanitation department

Librarians work at the library

Bankers work at the bank.

Who, what, when, where, how, how much, which one?

Standards:

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Technology Standards:

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- 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.
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Career Ready Practices:

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Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

<p>encompasses the entire learning experience.</p> <ul style="list-style-type: none"> • 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. 	<p>situations?</p> <ul style="list-style-type: none"> • 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 helps 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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Resources - Literature

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Northern Arizona University: CD ROM program
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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.

Websites

- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>
- <http://www.youtube.com/watch?v=YkMTea-sxQg&feature=relmfu>
- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 3: La Escuela/ School	Duration: 20 Days
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Accommodations & Modifications
English Language Learners <ul style="list-style-type: none"> • TPR • Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills <ul style="list-style-type: none"> • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Economically Disadvantaged <ul style="list-style-type: none"> • Extra Materials Provided • Set of Books Sent Home • Home Kit Created • Study Guides
Gifted and Talented <ul style="list-style-type: none"> • 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:**

- vocabulary within 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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.
- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations

- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

art, social studies, math, language, science

Principal and secretary work in the office

Custodian work in the whole school

The librarian works at the library

The book works in the cafeteria

The teacher and helper work in the classroom

In autumn, winter and spring we go to school

Standards:

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.
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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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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?

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

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://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>
- <http://www.youtube.com/watch?v=YkMTea-sxQg&feature=relmfu>
- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 4: Pueblos, ciudades y estados/ Towns, Cities & States

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:**

- review families, different types of dwellings and learning about how to follow directions to find locations and buildings on maps.

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

Vocabulary

What is your name? My name is...

How are you?

north, east, south, west,

a town, countryside, state, city, rural area, urban area

small house, apartment, big house,

school bus, fire truck, bicycle, public bus, car, garbage truck

Standards:

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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

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

Resources - Literature
<ul style="list-style-type: none"> • Northern Arizona University: Learning Partner Guidelines. Copyright: 2005, Arizona University Northern Arizona University: CD ROM program • Da Coll, Ivar, <i>Carlos</i> (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, <i>Diego rana-pintor</i>. 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, <i>El baúl de mis amigos: Un libro sobre el tiempo y las estaciones</i>. (Grades Pre-K–1) Seasons and Weather, Time, Animal Stories • Chaktoura, Julia, <i>El baúl de mi mundo: Un libro sobre los tamaños</i> (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.
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Websites

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- <http://www.youtube.com/watch?v=YkMTes-sxQg&feature=relmfu>
- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 5: Nuestro pais y nuestros vecinos/ Our Country & Our Neighbors

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:**

- directions
- geographic locations
- States of our countries and areas north and south of America- Canada and Mexico

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.

- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

north, east, south, west, northeast, northwest, southeast, southwest

state, capitals, map

flag of the : US, Canada, Mexico

Neighbors, border

Standards:

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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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?

<p>encompasses the entire learning experience.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 helps 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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Evidence of Student Learning: Assessments for each unit	
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Resources - Literature

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- 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.
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- <http://www.youtube.com/watch?v=YkMTTea-sxQg&feature=relmfu>
- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 6: Mis amigos y yo/ My Friends and I

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:**

- basic greetings
- exchange of personal information
- colors and calendar concepts

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.

- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

Good Morning/Afternoon/Night

Nice to meet you

Your welcome, please, thank you

How are you?

Body: head, hands, arms, legs, feet, hair, eyes, nose, ears, mouth

Colors: Yellow, orange, green, blue, red

Standards:

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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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?

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

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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- 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.
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Websites

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- <https://funforspanishteachers.com/>
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- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 7: ¿Cuánto y cuándo? / How Much & When?	Duration: 20 Days
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Accommodations & Modifications
English Language Learners <ul style="list-style-type: none"> • TPR • Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills <ul style="list-style-type: none"> • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Economically Disadvantaged <ul style="list-style-type: none"> • Extra Materials Provided • Set of Books Sent Home • Home Kit Created • Study Guides
Gifted and Talented <ul style="list-style-type: none"> • 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:**

- measurement, numbers and mathematics
- point out metric units on food packages, speedometers
- review numbers

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.

- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

Spring, summer, autumn, winter

month, week

minute, hour, day, year

kilometers, kilograms, meters, grams, centimeters

numbers 1-100

Standards:

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.
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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.
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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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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?

<p>encompasses the entire learning experience.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 helps 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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Evidence of Student Learning: Assessments for each unit	
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- <http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu>
- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit 8: Familias del mundo hispano/ Families of the Hispanic World	Duration: 20 Days
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Accommodations & Modifications
English Language Learners <ul style="list-style-type: none"> • TPR • Flexible/Cooperative Grouping • Graphic Organizers • Alternative Assessments • Flashcards • Modified Instructions/Assessments/Assignments • Teacher Tutoring
Basic Skills <ul style="list-style-type: none"> • Alternative Assessments • Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Economically Disadvantaged <ul style="list-style-type: none"> • Extra Materials Provided • Set of Books Sent Home • Home Kit Created • Study Guides
Gifted and Talented <ul style="list-style-type: none"> • 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:**

- members of the family
- family and geography
- provide information about family members
- flags

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.

- Ask questions and provide responses on familiar topics.
- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

family members

spanish flag

Standards:

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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- 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.
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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.
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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.
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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

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<ul style="list-style-type: none"> • 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. 	<p>live?</p> <ul style="list-style-type: none"> • How does content helps 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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- 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.
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- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 9: Habitatas de las plantas/ Plant Habitats

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:**

- plant parts
- what they need to live
- what they give us
- their habitats

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.

- Ask questions and provide responses on familiar topics.
- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

sun, plant, flower, petal, seeds, leaf, stem, water, root, soil, furniture, pencil, vegetables, toys, fruits, wood, pond, ocean, forest, desert

plants: rose, pine, oak, sunflower

Standards:

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

W 4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Speaking & Listening

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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?

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

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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- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>

Unit: 10: Habitats de los animales/ Animal Habitats

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:**

- animal classification
- animal names
- environments where animals live

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
- Demonstrate proficiency in written and oral forms with respect to proper pronunciations, intonation, and writing mechanics.
- Demonstrate proficiency in listening and reading comprehension.
- Ask questions and provide responses on familiar topics.

- Compare and contrast aspects of their lives with those of Latin American children.
- Participate in culturally-authentic simulations
- Give and follow simple directions
- Use formal and informal forms speech correctly.
- Use learned information in correct sequence in context. (alphabet, numbers, days of the week, months)
- Use basic greetings, farewells, and expressions of courtesy in oral forms

Vocabulary

What is your name? My name is...

How are you?

birds, insects, mammals, reptiles, fish, amphibians, ocean, pond, desert, forest, elephant, chicken, bear, cat, dog, turtle, shark, cow, ant, crocodile

Standards:

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.

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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.
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ELA: Language

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<p>different ways.</p> <ul style="list-style-type: none"> • 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. 	<p>help me understand who I am and the world in which I live?</p> <ul style="list-style-type: none"> • How does content helps 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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- <http://www.youtube.com/watch?v=Vu7KGkcNZhw>
- <http://www.tprstorytelling.com/story.htm>