

Beach Haven School District
World Language Curriculum
Grades 5-6

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 27, 2019
Revised by:	Katie Micek
Proposed Revision Date:	Summer 2022

World Language Pacing Guide

Unit 1: Comunicamos juntos / Together We Communicate	Grade 5- 20 days
Unit 2: Tu país / Your Country	Grade 5- 20 days
Unit 3: Los deportes / Sports	Grade 5- 20 days
Unit 4: La música y los instrumentos / Music & Instruments	Grade 5- 20 days
Unit 5: Vamos de vacaciones / We Are Going on Vacation	Grade 5- 20 days
Unit 6: Mi familia y yo / My Family & I	Grade 6- 20 days
Unit 7: Pesando y midiendo en la escuela / Weighing & Measuring in the School	Grade 6- 20 days
Unit 8: ¿Dónde vives? / Where Do You Live?	Grade 6- 20 days
Unit 9: El tiempo y la geografía / Weather and Geography	Grade 6- 20 days
Unit 10: La comida / Food	Grade 6- 20 days

Unit: 1: Comunicamos juntos/ Together We Communicate	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:**

- basic communication questions and responses
- spanish alphabet and grammar will be taught in the context of instruction and not in isolation

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

What is your name?

My name is ____.

How are you?

I am ____

How old are you?

I am ____ years old

What is your telephone number?

My telephone number is.

What are the vowels? a,e,i,o,u

Shapes: square, star, rectangle, cricle, triangle, oval, ten, forty, fifty, one hundred, seventy

Extra Credit:

What were the names of Christopher Columbus's ships? Nina, Pinta, Santa Maria

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Oral Proficiency Test • Unit Assessments • Conversational exercises • Paired activities • Role-playing <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
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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: Tu Pais/ Your Country

Duration: 20 Days

Accommodations & Modifications

English Language Learners

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

Basic Skills

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Economically Disadvantaged

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- One on one instruction
- Adaptive devices
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504

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

- U.S. Geography
- mathematics
- cardinal and intermediate directions in spanish
- landforms found in the US
- Road maps will be used to plot out routes of travel and meaasure distances

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

northeast, southeast, southwest, northwest, east, west, south, north
 Pacific time, mountain time, eastern time
 mountain, lake, desert, forest, beach
 numbers from 1-1,000

Extra Credit:

pilgrim, turkey, sweet potato

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Essential Questions

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the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group

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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: Los Deportes/ Sports

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:**

- sports in the US
- sports in spanish speaking countries
- body parts used in sports

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

sports: basketball, cycling, football, boxing, roller skating, tennis, baseball, skiing, soccer, swimming
body parts: head, hair, eye, nose, mouth, shoulder, hand, leg, food, body

Extra Credit:
bullfighting

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-

appropriate classroom and cultural activities.

- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

Essential Understandings	Essential Questions
<i>Students will understand that...</i>	

<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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment • Oral Proficiency Test • Unit Assessments

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Conversational exercises • Paired activities • Role-playing <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
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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, <i>Celebra el Día de Acción de Gracias con Beto y Gaby</i> (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: La Musica y los instrumentos/ Music and instruments	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:**

- music from Spain and Mexico
- 4 instrument groups
- learn basic steps of a dance

Students will be able to ...

- Participate in culturally-authentic simulations, such as 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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

stringed instruments, woodwind instruments, keyboard instruments, percussion instruments
 Instruments: harp, castanets, flute, violin, large guitar, organ, piano, guitar, drum, maracas, harmonica, guiro, trumpet, clarinet, clavichord, drum set, flamenco

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

Essential Understandings

Students will understand that...

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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment • Oral Proficiency Test • Unit Assessments

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Conversational exercises • Paired activities • Role-playing <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
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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, <i>Celebra el Día de Acción de Gracias con Beto y Gaby</i> (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: 5: Vamos de vacaciones/ We are going on vacation

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:**

- vacations and travel
- aspects of the culture, history and tourist spots of 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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

places: forest, river, beach, mountains, lake, desert

weather: snowing, raining, hot, cold

travel: ship, bus, train, plane, car

travelers, money, hotel, travel agency, restaurant

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on

topics related to self and targeted themes.

- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

Essential Understandings

Students will understand that...

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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment • Oral Proficiency Test • Unit Assessments

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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, <i>Celebra el Día de Acción de Gracias con Beto y Gaby</i> (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: 6: Mi Familia y yo/ My family 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:**

- family members
- Use the target language to talk about their family.
- traditions of the family

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

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

masculine and feminine words for each title

Things family does together: play cook, live together, visit

Traditions

Home- places in the home

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.

- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Technology Standards:

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Evidence of Student Learning: Assessments for each unit	
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Resources - Literature
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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: 7: Pesando y midiendo en la escuela/ Weighing and Measuring in the school

Duration: 20 Days

Accommodations & Modifications

English Language Learners

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

Basic Skills

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

Economically Disadvantaged

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

Gifted and Talented

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

Special Education

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

504

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

Knowledge and Skills**Topics Covered:**

- Weighing objects in school
- Measuring objects in school

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

Centimeter, inch, feet, meters, kilograms, kilometers, metric- adding measurement abbreviations after measuring
numbers- 1-1000
desk, floor, door, liquids, table, chair

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
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- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
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- Chaktoura, Julia, *El baúl de mi mundo: Un libro sobre los tamaños* (Grades Pre-K–1) Math Concepts, Language Concepts, Identity.
- Ada, Alma Flor, y Campoy, Isabel, *Celebra la Navidad y el Día de los Reyes Magos con Pablo y Carlitos* (Grades K-6). Carlitos writes a letter to the Three Kings asking for lots of presents. Later, he decides to write a new letter and gives up some of the things in his wish list in exchange for a bigger gift for his older brother, who is teaching him how to ride a bike. In the end, everyone wins! Included is an informative section about Christmas and Three Kings.
- Ada, Alma Flor, y Isabel Campoy, *Celebra el Día de Acción de Gracias con Beto y Gaby* (Grades K-6). Beto and Gaby anxiously await the arrival of their relatives for Thanksgiving dinner. One by one, they each call to inform the family that they will not attend because of a great snowstorm. Suddenly, their grandmother appears with a group
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Websites

- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>
- <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: 8- ¿Dónde vives? / Where Do You Live?	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:**

- Place where you can live
- different types of dwellings
- geographical locations

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

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

small house, apartment, big house

City names, state names, country names

Cold, hot, warm, rainy, snowy

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

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

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- <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: 9- El tiempo y la geografía/ Weather and Geography

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:**

- weather conditions around the world
- weather conditions
- geographical locations

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

The weather is... hot, cold, warm, rainy, snowy, sunny, cloudy, windy, stormy

Seasons of the year- winter, fall, summer, spring

Days- Today, tomorrow, yesterday

The temperature is...

numbers 1-115

Weather in different geographical locations

geographical locations- Mexico, Spain, U.S., Canada

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
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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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- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
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- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Oral Proficiency Test • Unit Assessments • Conversational exercises • Paired activities • Role-playing <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
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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, <i>Celebra el Día de Acción de Gracias con Beto y Gaby</i> (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

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- <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: 10- La Comida/ Food

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:**

- How American food is different in spanish speaking countries
- Importance of food
- Types of food

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 pronunciation, 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
- Demonstrate knowledge of typical practices and products of target culture
- Give and follow the instructions in the target language

Vocabulary

Health- Vegetables, fruits, candy, meat, starches

Types of food served at breakfast, lunch and dinner

Phrases such as: I am eating.. I would like... Can I have.. That is delicious

Specific foods used for specific holidays

Famous Spanish foods- tacos, enchiladas, empanadas, etc.

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.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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).
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

Writing

W.6.6. 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 three pages in a single sitting.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

Essential Understandings

Students will understand that...

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 	Summative Assessments <ul style="list-style-type: none"> • Portfolio Assessment • Oral Proficiency Test • Unit Assessments

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Conversational exercises • Paired activities • Role-playing <p>Benchmark Assessment</p> <ul style="list-style-type: none"> • Unit Assessment
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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, <i>Celebra el Día de Acción de Gracias con Beto y Gaby</i> (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>