

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: World Language
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Original Adoption: April 1, 2019
Revised on: August 16, 2022
Revised by: Rosa Senos

Recommended Pacing Guide	
Unit 1: Saludos y Expresiones (Greetings and Expressions)	Ongoing
Unit 2: La Comida (Food)	Ongoing
Unit 3: Los Animales	Ongoing
Unit 4: La Familia	Ongoing
Unit 5: La Casa (House)	Ongoing

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

Unit 1: Saludos y Expresiones (Greetings and Expressions)	Duration: Ongoing through K-2, but approximately 20 Days
Standards/Learning Targets	
World Languages Core Content Standards	
Performance expectation: Interpretive Mode of Communication 7.1- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.	

- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode (Novice-Mid):

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode (Novice-Mid):

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Technology Standards:

- Core Idea:** *Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.*
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
 - 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

21st Century Themes and Skills:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Core Idea: *Individuals from different cultures may have different points of view and experiences.*

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

• 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Primary Interdisciplinary Connections:

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

Evidence of Student Learning

Formative Tasks:

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

Alternative Assessments:

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

Summative Assessments:

- Conversational exercises
- Paired activities
- Role-playing
- Quiz
- Oral presentation/ skits

Benchmark Assessments:

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

Knowledge & Skills

Enduring Understandings:

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

Essential Questions:

- Why is it important to greet people?
- Why is it important to be polite?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?

• 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.	• What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Teacher created materials • TPR (Total Physical Response Method) • Kinesthetic Activities • Audio CD's • Video clips • Puppets • Drag & drop with SMART boards • Songs/ music • Flashcards • Wordwall.net • Target language games/activities • Cultural Realia • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	Varied Levels of Text: • <i>My First Spanish Book - Greetings</i> by Miley Fisher • <i>Say Hello!</i> by Rachel Isadora • Teacher made materials • Bilingual Storybooks

Modifications and Accommodations
English Language Learners:

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

Special Education/504 Plans/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

Culturally Diverse:

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

Unit 2: La Comida (Food)	Duration: Ongoing through K-2, but approximately 20 days
Standards/Learning Targets	
World Languages Core Content Standards	
Performance expectation Interpretive Mode (Novice-Low): <i>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts.</i> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	
Interpersonal Mode (Novice-Low): <i>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</i> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	
Presentational Mode (Novice-Low): <i>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</i> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.	

- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
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Technology Standards:

Core Idea: *Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.*

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
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21st Century Themes and Skills:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Core Idea: *Individuals from different cultures may have different points of view and experiences.*

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Primary Interdisciplinary Connections:

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

Evidence of Student Learning

Formative Tasks: • Teacher observation of verbal communication • Teacher observation of recognition skills • Flashcards • Paired Conversation • Songs/ music • Realia • Total Physical Response Method	Alternative Assessments: • Picture prompt assessment • Activities (grocery list) • Question and answer session • Presentations i.e. verbal & fill-in sentence strips • Writing assignment (Me gusta/ no me gusta) • Kinesthetic Activities
Summative Assessments: • Flashcards • Paired conversations • Opening song • Opening questions/answers • Realia • Role Play	Benchmark Assessments: • Present vocabulary and learn song for days of the week • Fill in blank sentence strip calendar • Weather booklets • Verbal presentation of date and weather
Knowledge & Skills	
Enduring Understandings: • Successful communication is knowing how, when, and why to convey a message to different audiences. • Language learning involves acquiring strategies to fill communication gaps. • The content of the world languages classroom encompasses the entire learning experience. • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • Language reflects and is influenced by the culture in which it is found. • Cultural perspectives are gained by using the language and through experience with its products and practices.	Essential Questions: • How are foods from a Spanish-speaking country different? • How do I develop communicative competence? • How can I use a foreign language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Songs/ Chants to help learn vocabulary
- Kinesthetic Activities/ TPR
- <https://www.youtube.com/watch?v=OonqrUZCef4> (Me gusta Video Song with food)
- <https://www.youtube.com/watch?v=N6gPZWdxijU> (Me gusta Video Song with food part 2)
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

Varied Levels of Text:

- *Bebe Goes Shopping* by Susan Middleton Elya
- *Round is Tortilla* by Roseanne Thong
- *The Cazuela* by Samantha Vamos

Modifications and Accommodations

English Language Learners:

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

Special Education/504 Plans/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

- Perspective and experiences of the children need to be considered

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

Culturally Diverse:

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

Unit 3: Los Animales	Duration: Ongoing through K-2, but approximately 20 Days
Standards/Learning Targets	
World Languages Core Content Standards	
Performance expectationI nterpretive Mode (Novice-Low): <i>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts.</i> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	
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- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode (Novice-Low):

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
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Technology Standards:

Core Idea: *Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.*

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21st Century Themes and Skills:

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Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
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Primary Interdisciplinary Connections:

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

Evidence of Student Learning

Formative Tasks:

- Pre/Post Assessment of Animals
- Flashcards
- Realia
- Classroom Activities
- "Mi Mascota" assignment
- Assign homework activities
- Teacher Observation
- Student Participation

Alternative Assessments:

- Flashcards
- Paired conversations
- Songs/ music
- Role Play
- Opening questions/answers
- Smart Board activities
- Online quizzes (wordwall.net, quizlet, Kahoot)

Summative Assessments:

- Written performance tasks
- Selected Response assessment
- Constructed Response assessment
- Role Play/ Oral Presentation

Benchmark Assessments:

- Oral exercises
- Test: Written/ multiple choice and labeling

Knowledge & Skills

Enduring Understandings:

- Animals are native to different parts of the world.
- 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

Essential Questions:

- How do American animal sounds differ from those of Spanish-speaking countries?
- What are typical pets?
- What are animals that are native to Spanish Speaking countries?
- What are the responsibilities of caring for a pet?
- How do I develop communicative competence?
- How can I use a foreign language in real-world situations?

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.	• What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Songs using targeted vocabulary • Flyswatter game • Listen to teacher using targeted vocabulary and repeat words using correct pronunciation and intonation • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	Varied Levels of Text: • <i>Spanish version of</i> Brown Bear, Brown Bear by Eric Carle • <i>Spanish version of</i> Polar Bear, Polar Bear by Eric Carle • <i>¡Toca, toca perritos!</i> By Fiona Watt (kindergarten) • <i>Soy una Oruga</i> by Jean Marzollo (1) • <i>Los Animales</i> by Jo Litchfield (2) • <i>Soy Una Semilla</i> by Jean Marzollo

Modifications and Accommodations
English Language Learners: • Provide clear and specific directions • Model directions and provide gestures to increase understanding • Simplify written and verbal instructions • Provide written directions with models and diagrams when possible

- Show photos, videos, and definitions when possible for culturally unique vocabulary

Special Education/504 Plans/Students with Disabilities:

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

Students at Risk of Failure:

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

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

Culturally Diverse:

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

Unit 4: La Familia	Duration: ongoing through K-2, but approximately 20 Days
Standards/Learning Targets	
World Languages Core Content Standards	
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21st Century Themes and Skills: Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. Core Idea: <i>Individuals from different cultures may have different points of view and experiences.</i> 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). Core Idea: <i>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</i> • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
Primary Interdisciplinary Connections: • SL.K.6 Speak audibly and express thoughts, feelings and ideas clearly. • SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts	
Evidence of Student Learning	
Formative Tasks: • Flashcards • Paired conversations	Alternative Assessments: • Paired activities • Role-playing

• Opening song • Opening questions/answers • Student Participation • Teacher Observation • Family Trees	• Games • Songs • Cool down-review of current lesson • Oral exercises • Exit strategies • Oral Presentation • Kinesthetic Activities • TPR (Total Physical Response)
Summative Assessments: • Picture prompt assessment • Oral prompt responses • Selected Response assessment • Role-playing • Constructed Response assessment • Drawings	Benchmark Assessments: • Pre/Post Assessment of Family Members
Knowledge & Skills	
Enduring Understandings: • Successful communication is knowing how, when, and why to convey a message to different audiences. • Language learning involves acquiring strategies to fill communication gaps. • The content of the world languages classroom encompasses the entire learning experience. • Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways. • Language reflects and is influenced by the culture in which it is found. • Cultural perspectives are gained by using the language and through experience with its products and practices. • Families are comprised of different members. • Families may celebrate holidays and events differently. • Families can live in different places.	Essential Questions: • What makes up a family? • How is your family different from a Spanish speaking family? • How is your family similar to a Spanish speaking family? • How do I develop communicative competence? • How can I use a foreign language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Teacher created materials
- Supplemental books
- Audio CD's
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
- <https://www.spanishplayground.net/>

Varied Levels of Text:

- *Mi Familia y Yo/ My Family and I* Big Book

Modifications and Accommodations

English Language Learners:

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

Special Education/504 Plans/Students with Disabilities:

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

Students at Risk of Failure:

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

Economically Disadvantaged:

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

- Use real-world examples and create mental models for abstract idea
- Provide increased knowledge base and vocabulary use about real world experiences
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials.

Culturally Diverse:

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

Unit 5: La Casa	Duration: ongoing by approximately 20 Days
Standards/Learning Targets	
World Languages Core Content Standards	
Performance expectation Interpretive Mode (Novice-Low): <i>In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts.</i> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.	
Interpersonal Mode (Novice-Low): <i>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</i>	

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
 - 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
 - 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
 - 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
 - 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Presentational Mode (Novice-Mid):

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
 - 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
 - 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Technology Standards:

Core Idea: *Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide.*

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

21st Century Themes/Career Readiness:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Core Idea: *Individuals from different cultures may have different points of view and experiences.*

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and

comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Core Idea: *Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.*

- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Primary Interdisciplinary Connections:

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

Evidence of Student Learning

Formative Tasks:

- Oral exercises
- Quizzes
- Tests
- Student Participation
- Classroom Assigned Activities
- Teacher Observation
- House Design Activity

Alternative Assessments:

- Paired conversations
- Song/ Chants
- Paired activities
- Games
- Exit strategies
- Kinesthetic Activities
- TPR (Total Physical Response)

Summative Assessments:

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Posters/Drawings
- Constructed Response assessment
- Illustrating and reading of Where someone is located in the house

Benchmark Assessments:

- Pre/Post Assessment of parts of the house
- Ask and answering where someone or something is located

Knowledge & Skills

Enduring Understandings:

- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.

Essential Questions:

- How are homes different?
- 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?

• 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.	• How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? • How is language a product of culture? • How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products and social practices?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Drag and drop for vocabulary (SM) • Bingo/loteria game, vocabulary of home items Design and label a house • Play a guessing game of <i>Where is the cat?</i> Using the house and various family members. (Like Battleship). • Songs and rhymes using target vocabulary • Simple board games to practice targeted vocabulary • Matamoscas-flyswatter game • La casa presentation using shapes and colors • Listen to teacher using target vocabulary and repeat words using correct pronunciation and intonation • http://www.senorwooly.com • http://www.guia.com • http://www.calicospanish.com • http://www.edcanvas.com • www.Google.voice.com • http://www.sparkenthusiasm.com • http://www.spanishspanish.com • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	Varied Levels of Text: • <i>My Very Own Room</i> by Amada Perez • <i>La casa adormecida / The Napping House</i> by Houghton Mifflin • <i>LA Casita/the Little House</i> by Virginia Lee Burton

