

Long Beach Island Consolidated School District Curriculum Guide

Grade: 3-5	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 Emociones/ Calendario (Greetings and Feelings)	Ongoing
Unit 2: En la escuela (In School)	Ongoing
Unit 3: En el salon de clase (Classroom subjects and supplies)	Ongoing
Unit 4: Los animales y descripción (animals and describing)	Ongoing

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

Unit 1: Greetings and feelings	Duration: Ongoing through Grades 3-5, approximately 10 days
Standards/Learning Targets	
World Languages Core Content Standards	
Interpretive Mode (Novice-Mid): <i>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</i> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	

- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode (Novice-Mid):

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode (Novice-Mid):

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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

9.4 Life Literacies and Key Skills by the End of Grade 5

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- Culture and geography can shape an individual's experiences and perspectives.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 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.

Evidence of Student Learning

Formative Tasks:

- Writing assignment (weather Projects (my favorite season and my favorite day)
- Teacher observation of verbal communication
- Teacher observation of recognition skills (TPR)
- Dialogues/ paired conversations
- Warm-ups-review of previous day's lesson
- Flashcards
- Questions/answers

Alternative Assessments:

- Research country of interest-climate
- Research on laptops
- Presentations i.e. verbal & fill-in sentence strips
- Activities (make weather book)
- Role Play

Summative Assessments:

- Picture prompt assessment
- Question and answer session
- Writing assignments (date and weather log)

Benchmark Assessments:

- Verbal statements of date & 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 do we view time differently than people in Spanish-speaking countries? • How do weather and time influence our leisure activities compared to people from Spanish-speaking countries? • How do I develop communicative competence? • How can I use a foreign language in real-world situations? • What strategies do I need to communicate in linguistically and culturally appropriate ways? • How does the content of the world languages classroom help me understand who I am and the world in which I live? • How does content help me respond to important questions that extend my learning beyond the classroom? • 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: • Ask and answer questions identifying people in school • Who's Who? game • Present and review vocabulary of seasons, months, and days • Verbal presentation of dates and weather • Birthday survey • Daily/ Weekly News updates and weather report • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	Varied Levels of Text: • <i>It's a fiesta Benjamin</i> by Reilly Giff • <i>¿Qué hora es?</i> By Heather Amery • <i>Viva Espanol</i> by Scott Foresman

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals

Unit 2: En La Escuela	Duration: Ongoing through 3-5, approximately 20 Days
Standards/Learning Targets	
World Languages Core Content Standards	
Interpretive Mode (Novice-Low) <i>Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.</i> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. •	

- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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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

9.4 Life Literacies and Key Skills by the End of Grade 5

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
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- 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.3.1.B-** Follow agreed-upon norms 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).
- **SL.4.1.C** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **W.5.10-** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Evidence of Student Learning

Formative Tasks:

- Summarizing
- Predicting
- Think-pair Share
- Total Physical Response
- Flashcards
- Paired conversations
- Opening song

Alternative Assessments:

- Songs
- Games
- Role Play/ dialogues
- Teacher observation

Summative Assessments: • Written performance tasks • Selected Response assessment • Constructed Response assessment	Benchmark Assessments: • Pre/Post Assessment of family member • Oral Proficiency Tests
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: • What objects are used in a classroom? • Who is in the classroom/school environment? • How are American celebrations different from those from Spanish-speaking countries? • What are cultural differences and similarities between Spanish-speaking families and American families? • 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 using targeted vocabulary
- Flyswatter game
- Memory game
- Guess who (school edition)? game
- Listen to teacher using targeted vocabulary and repeat words using correct pronunciation and intonation
- Calicospanish.com
- Quizlet.com
- Wordwall.net
- Kahoot.com
- <http://elmundodepepita.blogspot.com/>
- <https://funforspanishteachers.com/>
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Varied Levels of Text:

- *Viva Espanol* by Scott Foresman

Modifications/Accommodations

English Language Learners:

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Students at Risk of Failure:

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- Provide social/emotional support
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Unit 3: En el Salon de Clase	Duration: Ongoing through grades 3-5, but approximately 20 Days
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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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Primary Interdisciplinary Connections:

- **SL.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.4.1.D** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.5.1.C-** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Evidence of Student Learning

Formative Tasks:

- Participate in oral and/or written activities
- Flashcards
- Written quizzes
- Activity sheets
- Teacher observation

Alternative Assessments:

- Participate in age appropriate activities related to target culture

Summative Assessments:

- Written performance tasks

Benchmark Assessments:

- Identify vocabulary of school related vocabulary (people and objects)

• Draw a picture of a classroom based on a written description.	• Pre/Post Assessment of school related vocabulary (people and objects)
Knowledge & Skills	
Enduring Understandings: • Language learning involves acquiring strategies to fill communication gaps. • 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. • Cultural perspectives are gained by using the language and through experience with its products and practices.	Essential Questions: • How are schools similar and different from American schools? • How does geographical location affect social practices? • How do I develop communicative competence? • 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?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Drag and drop for vocabulary (SB) • Backpack mochila Race • TPR activities • Activities sheets • Songs/learn the birthday and piñata songs • Oral drill • School map activities • Simple identification of SOUTH American countries in the target language. • Explore and compare school schedules of various Spanish speaking countries • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	Varied Levels of Text: <i>Viva Espanol</i> by Scott Foresman

Modifications/Accommodations

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Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
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- Provide social/emotional support
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Unit 4: Los Animales y descripciones	Duration: Ongoing through grades 3-5, approximately 20 days
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9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 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.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.4.1.B** - Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.1.D-** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Evidence of Student Learning

Formative Tasks:

- Picture prompt assessment
- Oral prompt responses
- Selected Response assessment
- Constructed Response assessment
- Teacher observations
- Classwork assignments
- Flashcards drills

Alternative Assessments:

- Role-playing
- Drawings

Summative Assessments:

- Questions/answers
- Tests/Quizzes
- Oral Presentations

Benchmark Assessments:

- Pre/Post Assessment of animals
- Pre/Post Assessment of description (noun/ adjective agreement)

	• Pre/Post Assessment of animals native to Latin America
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: • What are some animals native to Latin America? • What animals are typical as house pets? • 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: • Role playing • Songs • Stories • Activity sheet • Drag and drop for vocabulary (SB) • Wordwall.net • Quizlet • Watch a video about llamas and Peru. • Bag with small animal figured: close eyes and describe the animal in your hands	Varied Levels of Text: • <i>Viva Espanol</i> by Scott Foresman • <i>Magic Dogs of the Volcanoes</i> (Salvadorean Legend) by Manlio Argueta

• Loteria of animals • Games • http://elmundodepepita.blogspot.com/ • https://funforspanishteachers.com/ • https://www.spanishplayground.net/	
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Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
- Model directions and provide gestures to increase understanding
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Create a nurturing environment with structured routines
- Accept short answers
- Support auditory presentations with visuals
- Provide immediate praise and feedback

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Have student restate information
- Word bank of choices for answers to test questions
- Review of directions
- Additional time for assignments

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Reduce distractions
- Pace long-term projects
- Verbal and visual cues regarding directions and staying on task
- Additional time for assignments
- Provide assistance in maintaining an uncluttered space
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Provide materials for classwork and home assignments
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Accept short answers
- Create a nurturing environment with structured routines
- Support auditory presentations with visuals
- Provide visuals


