



Estell Manor School District

Kindergarten World Language Curriculum

Introduction

The Estell Manor Elementary School 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 Estell Manor 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 Estell Manor School 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 peoples from other cultures.

Philosophy

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Estell Manor School District will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom. Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten.

The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The units taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

**Estell Manor School District
Grade K
World Language Pacing Guide**

Unit 1: All About Me	Approximately 6-8 Days
Unit 2: My School	Approximately 6-8 Days
Unit 3: My Community	Approximately 6-8 Days
Unit 4: My World	Approximately 6-8 Days

Core Materials:

Foreign Language 4 Kids (FL4K)

Standard: 7.1 World Languages-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.

Unit 1 will address the following 21st Century Life and Careers skills:			
21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology
Cumulative Progress Indicator(s) (CPI)

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Main Strand – A: Interpretive Mode
Proficiency Level-Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1. NM.A.1	Recognize familiar spoken or written words and phrases contained in <u>culturally authentic materials</u> using <u>electronic information sources</u> related to targeted themes.
7.1. NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <u>physical response</u> .
7.1. NM.A.3	Recognize a few common gestures and <u>cultural practices</u> associated with the target culture(s).

Unit 1: All About Me		Duration: September – October (Approximately 6 Class days)
Standards		
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)	
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.	
WL.7.1.NM.B.L.1.d	Describe people, places, and things.	
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	

WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level -appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
	Interdisciplinary Skills
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
	Technology
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP4	Communicate clearly and effectively and with reason.
Essential Understandings <i>Students will understand that...</i>	Essential Questions
• 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.	• 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?
Evidence of Student Learning	

Assessments	
Formative Assessments	Summative Assessments
Teacher Observation with checklist as students do the following: • Mini-dialogues between students • Yo me llamo game (student's name) • Pantomime short scenes illustrating feelings; peers guess the feelings.	• Portfolio Assessment • Oral Proficiency Test • Unit Assessments Benchmark Assessment • Oral Proficiency Pre-Test Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
Topics Covered: • Families and Friends • Self • Face and Body	<i>Students will be able to ...</i> • 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. • Share basic information about self. • Interpret written and visual cues to understand simple texts in the target language. • Generate ideas using graphic organizers and pictures. • Recognize descriptions of people as found in culturally authentic oral and written texts. • Ask memorized questions related to physical characteristics and personality qualities using digital tools. • Answer simple questions related to physical characteristics and personality qualities using digital tools. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language). • Describe self and others using oral or written text. • Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.
Vocabulary	
<u>Families and Friends</u> Productive: My family; Mom, mother; Dad, father; Baby; Boy; Girl; Grandmother; Grandfather Receptive: Sister; Brother; Do you have a brother/sister? <u>Self</u> Productive: I m a boy/girl. I am...My name is...	

Receptive: My friend is...

Face and Body

Productive: Head; Eyes; Nose; Mouth; Ears

Receptive: Teeth; Feet; Hands; Hair; Arms; Legs; Stomach; Touch your...My face

Note to Teacher: Receptive language refers to situations when the meaning of language is merely received or constructed; however, productive language is the language that the student creates and shares.

Instructional Plan

Suggested Activities

- Have the students use words, phrases, and memorized sentences to describe themselves including details about their physical characteristics and their personality qualities.
- Have the students use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.
- Play a game where the students can tell their age and the age of others.
- Make a family tree and ask the students to fill the family tree with the names of their family members.
- Tell modified classic story tales in the target language and emphasize family relations.

Resources - Literature

- Da Coll, Ivar, *Carlos* (Grades K-3). A special guest, his little brother, has arrived at Carlos's house, and Carlos asks how long he will have to put up with this new guest. His father tells him, Forever!
- Cortés, Eunice & Laura, *Diego rana-pintor*. Based on the life of the great Mexican painter Diego Rivera, This book allows children to learn about his childhood in Guanajuato, his life as an artist, and his works of art. The vivid and colorful illustrations will surely delight young readers!
- Chaktoura, Julia, *El baúl de mis amigos: Un libro sobre el tiempo y las estaciones*. (Grades Pre-K–1) Seasons and Weather, Time, Animal Stories
- Chaktoura, Julia, *El baúl de mi mundo: Un libro sobre los tamaños* (Grades Pre-K–1) Math Concepts, Language Concepts, Identity.

Websites

http://www.tprstorytelling.com/story.htm	TPRS strategies
http://www.msu.edu/~sandinkr/tprsarticles.htm	Articles on TPRS
http://teachers.net/mentors/software/topic1424/8.05.06.23.52.55.html	Clipart
Modifications Special Education Students / 504 (<i>These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan</i>) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation	
English Language Learners ● TPR ● Flexible/Cooperative Grouping ● Graphic Organizers ● Alternative Assessments ● Flashcards ● Modified Instructions/Assessments/Assignments ● Teacher Tutoring	
Basic Skills/Economically Disadvantaged ● Alternative Assessments	

• Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Allow students to work ahead as ready • Writing assignments • Students work in small groups
Special Education • Follow all IEP modifications/504 plan • One on one instruction • Adaptive devices • Provide differentiated instruction as needed

Unit 2 will address the following 21st Century Life and Careers skills:			
Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers	✓	CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.

	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.A.5 e.	Demonstrate the ability to access and use resources on a computing device

Main Strand - B:Interpersonal Mode Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2 .	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
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Unit 2: My School		Duration: November - January (Approximately 6 Days)
Standards		
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave -takings, and daily interactions.	
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age -appropriate classroom and cultural activities.	
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
	Interdisciplinary Skills	
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	
SL.K.1.B	Continue a conversation through multiple exchanges.	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
	Technology	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	

	21st Century Life and Career	
CRP2.	Apply appropriate academic and technical skills.	
CRP4.	Communicate clearly and effectively and with reason.	
Essential Understandings		Essential Questions
<i>Students will understand that...</i> • Language connects people. • Greetings are a way of starting a conversation in any language. • Learning Spanish has numerous benefits. • Spanish is the second most widely spoken language in the United States.		• Why is learning how to greet others important when learning Spanish? • How is the manner that Hispanic people greet each other different than Americans? • Why do you think it is important to learn Spanish?
Evidence of Student Learning		
Assessments		
Formative Assessments		Summative Assessments
• Teacher Observation • Question and Answer • Students' participation		• Portfolio Assessment • Oral Proficiency Test • Unit Assessments Benchmark Assessment • Oral Proficiency Test

	Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
Topics Covered: • Greetings • Classroom Expressions • Calendar • Numbers • Vowels • Colors • Classroom Items	<i>Students will be able to ...</i> • Use basic greetings, farewells and expressions of courtesy. • Understand simple instructions, such as classroom procedures • Use sequenced information, such as numbers, days of the week, months and seasons. • Recognize similarities and differences in sound systems. • Use common and random nouns beginning with a vowel sound (agua, amigo, avión, estrella, imán, octubre, uno). • Give one word descriptions. • Comprehend basic classroom directions and classroom objects.

	● Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information related to a typical school day in the target culture(s). ● Use physical response to demonstrate understanding of classroom routines. ● Ask and respond to memorized questions about a typical school day using digital tools and face to-face communication through the target language. ● Express likes and dislikes related to academic and social aspects of school life. ● Describe a typical school day.
Vocabulary	
<u>Greetings</u> Productive: Good morning! Good afternoon! Goodbye! Hello! See you tomorrow. What is your name? My name is... How are you? Fine, thank you! Thank you! You're welcome! Please. Mr., Mrs. Receptive: Excuse me. Pardon me. Good evening! See you later! <u>Classroom Expressions</u> Productive: Sit down! Stand up! Turn around! Up! Down! Look! Receptive: Raise your hand! Come here! Listen! Close your mouth! Wait! Touch! Look! Jump! Push! Sleep! Wake up! Stretch! Shake! Put in! Take out! <u>Calendar</u> Productive: What day is today? Today is... Birthday Receptive: Days of the Week Calendar Months Seasons What day was yesterday? What day is tomorrow? <u>Numbers</u>	

Productive: Numbers 1-10

Receptive: Numbers 11-50

Vowels

Productive: A (araña) E (elefante) I (iguana) O (oso) U (uvas)

Receptive: Use common and random nouns beginning with a vowel sound (agua, amigo, avión, estrella, imán, octubre, uno).

Colors

Productive: Red Blue Yellow Brown Black Orange White Green

Receptive: Pink Gray Purple (púrpura, morado, violeta) What color is this?

Classroom Items

Productive: Pencil Paper Crayon Glue Scissors Good job! Good Work! Excellent! Yes! No! Spanish

Receptive: Flag Marker Board Chair Table Computer English May I drink water? May I go to the bathroom?

Instructional Plan

Suggested Activities

- Vocabulary: Students create a collage with school items labeled in Spanish.
- Write a story with the students about situations in a school day.
- Make up mini-stories relating time and daily activities.

Resources – Literature

Read Alouds

- David va al colegio by David Shannon
- Buenos días, buenas noches by Michael Grejniec
- La Oruga Muy Hambrienta by Eric Carle
- Oso pardo, oso pardo, que ves ahí? by Eric Carle
- Demasiado Juguetes by David Shannon

Songs

- "Hola a todos"

• "Alfabeto" • "A limpiar!" • "Adios"	
Websites	
http://pacomova.eresmas.net/pictogramas/index.htm	Cuentos en Pictogramas
Suggested Options for Differentiation	
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
English Language Learners • Seat student near teacher for lessons • Encourage discussion about native language and country • Speak clearly • Provide wait time	
Basic Skills/Economically Disadvantaged • Frequent checks for understanding • Modified Instructions/Assessments/Assignments • Graphic Organizers	

• Peer Tutoring
Gifted and Talented • Set individual goals • Give leadership roles • Allow students to work ahead when ready
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • One on one instruction

Unit 3 will address the following 21st Century Life and Careers skills:			
Check all that apply 21 st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Strand(s) - C: Presentational Mode,B:Interpersonal Mode,
A:Interpretive Mode
Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 3: My Community	Duration: February - April (Approximately 6-8 Days)
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Standards	
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
	Interdisciplinary Skills
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.K.1.B	Continue a conversation through multiple exchanges.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Technology
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
	21st Century Life and Career
CRP4.	Communicate clearly and effectively and with reason.

Essential Understandings	Essential Questions
<i>Students will understand that...</i> Students will understand that cities and towns in Spanish speaking countries, though similar to the town where they reside, have unique characteristics that reflect cultural perspectives.	- What is my community like? - How is my city/town different from places in Spanish speaking countries? Why are they different? - What do the differences tell me about the people who speak Spanish?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
- Portfolio Assessment - Oral Proficiency Test - Unit Assessments	- Portfolio Assessment - Oral Proficiency Test - Unit Assessments Benchmark Assessment - Oral Proficiency Test Alternative Assessments - Student Notebook Check with Scoring Rubric - Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills - Student Created Project with Teacher Scoring Rubric

	• Conference Anecdotal Notes • Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills:
<u>Topics:</u> • Community Helpers • House and Transportation • Animals • Food: Fruit and Vegetables	<i>Students will be able to ...</i> • Demonstrate an emergent awareness of where they can encounter the target language and cultures virtually or in real-life. • Understand the significance of culture through comparisons between the cultures studied and their own. • Make links between the target language and other subjects. • Identify furniture and items in a home as found in authentic materials from an electronic information source. • Ask and answer questions about origin. • Compare and Contrast houses from cultures and locations around the world. • Recognize different modes of transportation. • Identify a variety of jobs in their community. • Offer and request food and beverages, explore the influence of Hispanic cuisine in the United States and discuss various Spanish and/or Latin American food that they have eaten.

Vocabulary	
<u>Community Helpers</u> Productive: Teacher; Fireman; Doctor; Police; Dentist Receptive: Mailman; Nurse; Farmer; Who is...? <u>House and Transportation</u> Productive: House; Kitchen; Bathroom; Car; Boat; Plane; Bus Receptive: Dining room; Bedroom; Living Room; How do you get to school?; I come by...; Bicycle, Train; Truck; Helicopter <u>Animals</u> Productive: Cat; Dog; Bird; Rabbit; Fish; Brown bear Receptive: Turtle; Giraffe; Seal; Dolphin; Snake; Elephant; Zebra; Monkey; Tiger; Lion; Pig; Cow; Turkey; Horse; Its name is...; Pet <u>Food: Fruit and Vegetables</u> Productive: Orange; Apple; Pineapple; Banana; Tomato Receptive: Potato; Lettuce; Onion; Cucumber; Pears; Vegetables; Fruits	
Instructional Plan	
Suggested Activities	
Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community).	
Compare homes in the target and home cultures.	
Talk about the town and the places they go and what they do there.	
Make a video of a walk through the town.	
Resources - Literature	

- Ada, Alma Flor, *Abecedario de animales*. This book offers two poems for each letter of the alphabet. One centers on the featured animal, while the other focuses on the letter itself, playfully exploring associated sounds and shapes and meaningful words. Teachers and children have delighted in this book which has become one of Alma Flor's classics, with numerous reprints both in hardcover and paperback. Viví Escrivá's whimsical illustrations help make this book a favorite welcoming present for a newborn child, a special birthday present or simply a book that belongs in the library of every child who speaks or is learning to speak Spanish.
- Ashforth, Camilla, *La cama de Horacio*(Grades K-3). A fanciful and engaging story about a stuffed rabbit named Horatio who, more than anything in the world wants a bed to sleep in. His friend, the Teddy Bear, comes to his aid and draws a bed for Horatio. This charming story has won the hearts of children everywhere. Miss Ashforth's watercolors capture the innocent and charming mood of the story.

Websites

<http://www.sparkenthusiasm.com>

<http://www.spanishspanish.com>

<http://www.cantandoaprendohablar.com>

<http://www.senorwooly.com>

<http://www.quia.com>

<http://www.calicospanish.com>

<http://www.edcanvas.com>

<http://www.kerpoof.com>

<http://www.netop.com>

<http://www.google.voice.com>

Modifications

Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge.

English Language learners: *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.*

Students at Risk of Failure: *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.*

Gifted Students: *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.*

Suggested Options for Differentiation

English Language Learners

- TPR
- Flexible/Cooperative Grouping
- Graphic Organizers
- Choral and individual repetition
- Flashcards
- Modified Instructions/Assessments/Assignments
- Teacher Tutoring

Basic Skills/Economically Disadvantaged

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

Gifted and Talented

- Alternative Assessments/Assignments
- Have students work together, teach one another, and actively participate in their own and their classmates'

learning.

Special Education

- Follow all IEP modifications/504 plan
- One on one instruction
- Provide differentiated instruction as needed
- Adaptive devices
- Scaffolded instructions

Unit 4 will address the following 21st Century Life and Careers skills:

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy		CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management		CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	✓	CRP4. Communicate clearly and effectively and with reason.

	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation		CRP12. Work productively in teams while using cultural global competence.

Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Strand(s) - C: Presentational Mode, B: Interpersonal Mode,

A: Interpretive Mode

Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Unit 4: My World	Duration: May - June (Approximately 6-8 Days)
Standards	
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.A.C.6	Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range

	of topics related to the world and global issues. They make complex concepts more accessible to second - language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)		
WL.7.1.NM.A.C.5	What is perceived as basic needs varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)		
WL.7.1.NM.B.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)		
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.		
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.		
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)		
	Interdisciplinary Skills		
SL.K.1.B	Continue a conversation through multiple exchanges.		
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).		
	Technology		
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		
	21st Century Life and Career		
CRP4.	Communicate clearly and effectively and with reason.		
<table border="1"> <tr> <td>Essential Understandings <i>Students will understand that...</i></td><td>Essential Questions</td></tr> </table>		Essential Understandings <i>Students will understand that...</i>	Essential Questions
Essential Understandings <i>Students will understand that...</i>	Essential Questions		

• Students will understand that there are similarities and differences in travel and vacationing among cultures. • Our world/classroom consists of many different cultures, backgrounds, and ethnicities that make us unique.	• What does travel teach me about other cultures? • How do my travel and leisure experiences compare to those of other cultures? • What is the Spanish-speaking world like?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
• Portfolio Assessment • Oral Proficiency Test • Unit Assessments	• Portfolio Assessment • Oral Proficiency Test • Unit Assessments Benchmark Assessment • Oral Proficiency Test Alternative Assessments • Student Notebook Check with Scoring Rubric • Teacher Observation Checklist to assess student participation and accurate performance or understanding of skills • Student Created Project with Teacher Scoring Rubric • Conference Anecdotal Notes

	Group Work/Class Discussion Rubric
Knowledge and Skills	
Content	Skills
<u>Topics:</u> - Expressions of Emotion - Shapes and Sizes - Likes and Dislikes - Celebrations	<i>Students will be able to ...</i> - Express likes, dislikes, emotions, agreements, disagreements. - Use pictures and other visual cues to infer meaning. - Demonstrate proficiency in listening comprehension. - Demonstrate knowledge of typical practices and products and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc.
Vocabulary	
<u>Expressions of Emotion</u> Productive: Happy; Sad; Angry; Tired Receptive: I am...; So-so. I am sleepy. I am hungry.	
<u>Shapes and Sizes</u> Productive: Big; Small; Circle; Triangle; Rectangle; Square Receptive: Diamond; Oval; Star; Heart; Medium	
<u>Likes and Dislikes</u> Productive: I like. I don't like. Receptive: What do you like?	

Celebrations

Productive: Christmas Carols; Birthday Songs; Happy Birthday! Merry Christmas! Happy Thanksgiving Day! Happy Valentine's Day Piñata

Receptive: Three Wise Men (6 de enero); Spain; Mexico; Christmas Tree; Toys

Instructional Plan

Suggested Activities

- Ask the students to research briefly about festivities and celebrations in a given country.
- Ask the students to collect objects that symbolize and represent a given country.
- Retell stories from a different point of view.
- Give each student a country and explore traditional recipes from that country.
- Ask students to write a story or a mini-play about a trip or vacation, and read it or perform it for the class.
- Ask the students to make a brochure or tour guide.
- Make a virtual trip to any capital city or town.
- Identify and discuss important characteristic of one Spanish speaking country people, climates, and geography.

Read Alouds:

- 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 of elder friends who have nowhere to have dinner, and the celebration becomes really special. The book contains an informative section on Thanksgiving Day
- López, Loretta, *¡Qué sorpresa de cumpleaños!* It's the day before her older sister's birthday, and five-year-old Lori is determined to find her own gift to give. This year, Lori decides, she doesn't want to sign her name to everyone else's present. But it's not easy shopping for the perfect gift. Even though Lori knows what she would want, none of the wonderful things she sees at the Mercado seem quite right. Little does Lori know that the best, most perfect

gifts sometimes come to us when we least expect them.	
Websites	
http://www.youtube.com/watch?v=YkMTea-sxQg&feature=relmfu	Niko's Emotions
http://www.youtube.com/watch?v=MxAZR2GX6EY&feature=relmfu	¿Qué te gusta hacer?
http://www.youtube.com/watch?v=Vu7KGkcNZhw	Cristina's Likes and Dislikes
Modifications	
Special Education Students / 504 <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan)</i> reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. English Language learners: <i>use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.</i> Students at Risk of Failure: <i>Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.</i> Gifted Students: <i>provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.</i>	
Suggested Options for Differentiation	
English Language Learners • Gestures • Make use of visuals • Scaffolded instructions	
Basic Skills/Economically Disadvantaged • Alternative Assessments	

• Modified Instructions/Assessments/Assignments • Graphic Organizers • Teacher/Peer Tutoring
Gifted and Talented • Heterogeneous or homogeneous groups, depending on the learning objectives • Alternative Assessments/Assignments • Plan enrichment
Special Education • Follow all IEP modifications/504 plan • Provide differentiated instruction as needed • Kindly remind students of the rules often, before there is an issue • Make students with behavior problems the 'helper'.