



Estell Manor School District

World Language Curriculum Grade 1

Introduction

The Estell Manor 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 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 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 (Genesse, 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 1
World Language Pacing Guide**

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

Core Materials:

Foreign Language 4 Kids (FL4K)
Teacher Created Lessons and Materials

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:				
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.
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

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

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 1: All About Me	Duration: 6-8 days
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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.L.1. d	Describe people, places, and things.
WL.7.1. NM.C.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.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.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1. NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1. NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.C	Ask questions to clear up any confusion 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.
Essential Understandings	Essential Questions

<i>Students will understand that...</i> • Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. • Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. • I can only talk about things that I have practiced saying. • Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.	• How can I better understand when I do not know everything I read and hear? • How can I talk to someone in another language when I am just starting to learn it? • What will help my classmates, my teacher, and others understand me better?
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
• Computer based assessments • Question and Answer • Conferencing	• Portfolio Assessment • Oral Proficiency Test • Unit Assessment 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: Students will be able to ...
Topics Covered: • Weather and Seasons • Holidays • Family and Friends • Self • Face and Body • Feelings • Physical Characteristics • Interests and Leisure Activities • Likes and Dislikes • Culture: Herencia Hispana	• Generate ideas using graphic organizers and pictures. • Present age-appropriate songs, poems, simple dialogues etc.... • Demonstrate proficiency in listening comprehension • Identify places where target language is found beyond the classroom setting • Demonstrate an awareness of their own culture. • Express likes, dislikes, emotions, agreement and disagreement • Use pictures and other visual cues to infer meaning. • Use appropriate greetings and leave taking from the target culture. • Imitate appropriate intonation for asking different types of questions in the target language. • Describe actions that they do with their bodies.

	• Name the body parts, parts of the face, talk about the five senses. • Talk about how they and others feel. • State basic information about their immediate families. • Expressions to talk about their likes and dislikes. • Express which activities they enjoy and which ones they do not, they will ask and answer these questions in complete sentences. • Create a poster for a Spanish speaking country.
Vocabulary	
<u>Weather and Seasons</u> Productive: It is sunny. It is windy. It is raining. It is cloudy. It is hot. It is cold. It is snowing. Receptive: It is bad weather; Thunder; What is the weather like?; It is not sunny.; It is not windy.; It is not raining.; It is not cloudy.; It is not hot.; Lightning; storm <u>Holidays</u> Productive: Pledge of allegiance; Mother's Day Poem; Father's Day Poem; Christmas Carols'; Rhyme; Countries such as Spain, Panama, Puerto Rico and Mexico. Receptive: Pledge of allegiance.; North America; Central America; South America; North; South; East; West <u>Family and Friends</u> Productive: Family; Mother; Father; Brother; Sister; Baby; Grandmother; Grandfather Receptive: My favorite activity is... My family likes... <u>Self</u> Productive: My name is.... I am a boy/I am a girl. I am happy/content. I am angry. I am tired. I am upset. My friend is... Receptive: This is my friend. I am short. I am tall. Do you like? I like... I do not like... I am surprised. I am frightened. How are you? He/ She is...	

<u>Face and Body</u> Productive: Head; Hand; Foot; Arm; Leg; Stomach; Mouth; Nose; Eyes; Ears; Hair; Tooth Receptive: Five senses; Taste; Touch; Sight; Taste; Smell; Hearing
Instructional Plan
Suggested Activities ● A "Me" Day: Have each student put together a “me” bag including favorite toys and other personal objects (sports item, trophy, doll, book, and so forth) that have special importance. Then have a “me” presentation day in which students show and discuss the importance of the items with classmates. ● Create a visual presentation and oral description about a unique food eaten within their family. Research the history of the food. ● Listen to authentic material in target language to demonstrate comprehension of theme content.
Literature Alonso, Fernando, Feral y las cigüeñas (Grades 4-5). Feral is a boy who is capable of being whatever he wants to be and his friends and family are surprised when he decides to become a vagabond and leaves to follow the route of the storks. Anderson, Rachel, Los mejores amigos (Grades 3-5). Bea, a girl who suffers from Down syndrome, loves her baby sister very much. One day, however, Bea feels excluded and angry when Anna, her sister, returns from school with her best friend. But then Bea makes friends with the boy who has just moved next door. Avendaño, Dolores – El caballo de cartón (Grades K-1). When Grandpa Germán gives his grandchildren a cardboard horse named Tristán, everyone plays with it. However, German discovers that sometimes even cardboard horses have to rest! Blegvad, Leonor, Ana Banana y yo (Grades K-3). The young boy in this story is afraid of many things, but his friend Ana is just the opposite, exuberant and full of life. A heartwarming story.

Websites
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 http://www.sparkenthusiasm.com http://www.youtube.com http://www.spanishspanish.com http://www.cantandoaprendohablar.com
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> <i>*For additional modifications and accommodations, see below</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 • Alternative Assessments/Assignments • Rubrics • Project based learning tasks • Higher order vocabulary • Presentations and Speeches using the target language
Special Education • One on one instruction • Adaptive devices • Provide differentiated instruction as needed • Follow all IEP modifications/504 plan • Provide manipulatives

Unit 2 will address the following 21st Century Life and Careers skills:	
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.

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

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

Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 2: My School		Duration: Approximately 6-8 Days
Standards		
WL.7.1. NM.B.L.1. a	Respond to learned questions.	
WL.7.1. NM.B.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.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	
WL.7.1. NM.C.L.1. a	Make lists.	
WL.7.1. NM.C.L.1. b	State needs and preferences.	
WL.7.1. NM.B.L.1.c	State needs and preferences.	
WL.7.1. NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	
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.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
	Interdisciplinary Skills
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.C	Ask questions to clear up any confusion 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
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> - You already have language and communication skills that you can utilize while learning a new language. - There are multiple ways to say the same thing. - Accuracy is the result of experience (deliberate speaking and listening) and self-reflection. - Learning a language is an ongoing process. - Refinement comes from practice. - The language we use changes with the situation.	- How does language change in different situations? - Why don't you use the same words, expressions, etc. with everyone? ... in every situation? - What do I do when my ideas are more sophisticated than my ability to communicate them?
Evidence of Student Learning	
Assessments	

Formative Assessments	Summative Assessments
• Teacher Observation • Question and Answer • Conferencing	• Portfolio Assessment • Oral Proficiency Test • Unit Assessments • Benchmark 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: Students will be able to ...
Topics Covered: • Greetings • Classroom Expressions • Calendars and Numbers	• Use basic greetings, farewells, and expressions of courtesy, in oral form • Recognize age-appropriate patterns of cultural behavior and interaction

• Ordinal Numbers • Introduction to Alphabet • Classroom Items • Classroom Commands	• Understand simple instructions, such as classroom procedures. • Give simple directions. • Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 31 in context. • Imitate proper pronunciation and intonation. • Make simple requests using classroom items. • Comprehend basic classroom directions, classroom objects and colors. • Write single words such as name, colors etc. • Identify school supplies found in written and oral text. • Demonstrate understanding of commands associated with classroom items. • Tell where things and people in the classroom are located. • Compare an American classroom with one in the target culture.
Vocabulary	
<u>Greetings</u> Productive: How are you? Fine, thank you. So-so. Hello/Good day. Hi. Good evening! Good bye. You're welcome. Please. Mr., Mrs., Receptive: Excuse me. Sorry. Have a nice weekend! <u>Classroom Expressions</u> Productive: Sit down! Stand up! Raise your hand; Listen; Repeat; Come here; Look; Be quiet/Silence; Color; Glue; Yes/No; I like.../ I don't like; Good/Very good; Good job/ Good work! Excellent, Perfect; Pencil, paper, crayons, glue; Scissors, book Receptive: Close, open; Pay attention, wait; Fold/Bend; Cut., write; Flag, table, window, chair	

Calendars and Numbers

Productive: What (day, month, season), is today? Days of the Week; Months of the Year; What day is tomorrow?

Receptive: What day was yesterday? How old are you? When is your birthday? First; Second; Third; Fourth; Fifth

Ordinal Numbers

Productive: Numbers 1-50

Receptive: Numbers 50-100; Plus, minus, equals; More; Less; How many?; Count

Introduction to Alphabet

Productive: Alphabet; Oral Recognition

Receptive: Use common and random nouns beginning with each letter of the alphabet. Recycle of examples and words

Classroom Items

Productive: Book bag; Pencil; paper; crayons; glue; Scissors; Book; Chair; Colors; Open your book.; Close your book. Get in line. Open the door. Close the door.

Receptive: Pencil sharpener; Promethean Board; Desk; flag

Classroom Commands

Productive: Clean up. Open your book. Close your book. Get in line. Come here. May I go to the restroom, please? May I drink water, please? Write down your name. Listen

Receptive: Turn the lights on/off; Push your chair in.; One moment please; Write single words such as name, colors etc.

Instructional Plan**Suggested Activities**

- Produce a written or oral text that compares a classroom in the United States with a classroom in the target culture using information found in age- and level-appropriate culturally authentic materials.
- Students use the target language in the three modes of communication to examine different classrooms while indicating where things are located in a classroom and identifying cultural products and practices related to school.

- Students interpret authentic written and/or video/audio texts that contain classroom supply lists, ads for ‘back-to-school’, school maps, and descriptions of classrooms in the target culture(s).
- Students engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to classroom objects and classroom setup.
- Students use lists, chunks of language, and memorized phrases in to describe their classroom and compare it with one in the target culture.

Literature

- Ada, Alma Flor, y Campoy, Isabel, Azul y verde (Grades K-6). Beautiful works of art by renowned artists such as Diego Velázquez, Carmen Lomas Garza, Héctor Poleo, Roberto Benítez, and Luis Jaso provide opportunities to learn the days of the week and the seasons of the year in a unique way.
- Ada, Alma Flor, y Campoy, Isabel, Antón Pirulero (Grades K-6). A wonderfully illustrated anthology that includes poems, rhymes, and songs written by marvelous Hispanic poets such as Isabel Freire de Matos, Humberto Ak’abal, Amado Nervo, and Ernesto Galarza.
- Alcántara, Ricardo, ¡Huy que miedo! (Grades 1-3). When a little witch tries to enroll in school, she encounters tremendous prejudice from the other children's parents. Little by little, she teaches them how to be tolerant of others.
- Cruz-Contarini, Rafael, Las letras hablan (Grades K-1). Each letter in this charming alphabet book introduces itself with a catchy rhyming verse to expose children to the different sounds of the letters of the Spanish alphabet.

Websites/Resources

- Short and Simple Funny Skit for Beginning Spanish Speakers
- Music that Teach Spanish
- Original Songs and Rhymes
- Creative and Interactive Activities
- Games: Fly Swatter, Simon Says, Interactive games
- Classroom based activities using technology tools
- <http://www.senorwooly.com>
- <http://www.guia.com>

- <http://www.calicospanish.com>
- <http://www.edcanvas.com>
- <http://www.kerpoof.com>
- <http://www.netop.com>
- www.Google.voice.com
- <http://www.sparkenthusiasm.com>
- YouTube
- <http://www.spanishspanish.com>
- <http://www.cantandoaprendohablar.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

- Cues and gestures
- 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 • Alternative Assessments/Assignments • Rubrics • Project based learning tasks • Higher order vocabulary • Presentations and Speeches using the target language
Special Education • Follow all IEP modifications/504 plan • One on one instruction • Provide differentiated instruction as needed • Adaptive devices • Work in cooperative learning groups

Unit 3 will address the following 21st Century Life and Careers skills:				
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.
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

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

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes
7.1.NM.A.2	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.A.3	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
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.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 3: My Community		Duration: 6-8 days
Standards		
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.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.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
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.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.	
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.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.	
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.	
	Interdisciplinary Skills	
SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.1.C	Ask questions to clear up any confusion 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.	
CRP11.	Use technology to enhance productivity.	
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
- Point to the object - Exit slip - Think, pair, share		- Portfolio Assessment - Oral Proficiency Test - Unit Assessments - Benchmark Assessments Benchmark Assessment - Oral Proficiency Test Alternative Assessments - Questions Starters - Notes/Outlines

	• Demonstration of understanding (drawing, gestures, retelling) • Classwork
Knowledge and Skills	
Content	Skills: Students will be able to ...
Topics Covered: • Community Helpers • House • Transportation • Animals & Pets • Fruits and Vegetables	• Connect basic skills learned in the target language with other subjects. • Demonstrate comprehension through reading of age-appropriate materials and resources. • Name selected countries where the target language is spoken. • Recognize age-appropriate patterns of cultural behavior and interaction. • Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc. • Identify main idea of an authentic text dealing with food products and practices. • Ask questions related to food preferences, products, and practices. • Ask and answer simple questions related to celebrations in the home and target cultures. • Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.

	Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some animals.
Vocabulary	
<u>Community Helpers</u> Productive: Faces and Places; Policeman; Fireman; Doctor; Nurse; Teacher; Mailman; dentist, Receptive: He is ...; She is...; Who is he? Who is she? <u>House</u> Productive: House; Room; Living room; Kitchen; Bedroom; Bathroom; Dining room Receptive: Extended and Nuclear family; Same; Different Where is...? In; Big; Small; medium <u>Transportation</u> Productive: Car; Boat; Airplane; Bus; Train; Bicycle; Truck; Motorcycle Receptive: Helicopter; Air; Land; Water; What goes by land/air/weather? How do you go to---? by <u>Animals & Pets</u> Productive: Animals, dog, cat, rabbit, Fish, bird, dolphin, cow, Pig, hippopotamus, fish, cow Bear, lion, tiger, elephant, duck, turkey, monkey, chicken Snake, zebra, gorilla. Receptive: What do ____ say? What is your favorite pet/ My favorite pet is <u>Fruits and Vegetables</u> Productive: fruits, apple, orange, grapes, banana, pear, pineapple, lemon, vegetables, milk, water, juice, coffee, tomato, potato, bread, ice cream, chicken Receptive: Lettuce, carrot, onion, green beans, cookie, candy, cake, watermelon, strawberries, cake; beverages/drinks; What do you like to eat?; I like...	
Instructional Plan	
Suggested Activities	

- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Read and interpret culturally authentic texts/instant messages to infer the meaning of a conversation and unfamiliar written words in target language.

Literature

Suggested Read Alouds:

- Alonso, Fernando, *La gallina Paulina* (Grades K-3). This beautifully illustrated version of the traditional tale The Little Red Hen includes a duck, a turkey, a pig, and a miller.
- Chaktoura, Julia, El baúl de los animales: *Un libro sobre los opuestos* (Grades Pre-K – 1). Language Concepts, Animal Facts, Nature
- Chaktoura, Julia, El baúl de los oficios: *Un libro sobre las vocales* (Grades Pre-K – 1). Language Concepts, Work
- Chaktoura, Julia, El baúl de los transportes: *Un libro sobre los números* (Grades Pre-K – 1). Math Concepts, Traveling, Counting

Websites/Resources

- Discovery Video – Ask Directions
- <http://www.youtube.com/watch?v=4XhI1V6hww0> (En mi barrio hay...)
- <http://www.youtube.com/watch?v=nICKaPQOGjo&feature=related> (Niko – Lugares en mi barrio)

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
- Retelling
- Graphic Organizers
- Hands in activities

Basic Skills/Economically Disadvantaged

- Reduce distractions
- Seat in front or near teacher during instruction
- Graphic Organizers

Gifted and Talented

- Compact the curriculum
- provide enrichment activities.
- Project based learning tasks
- Higher order vocabulary
- Presentations and Speeches using the target language

Special Education

- Follow all IEP modifications/504 plan
- Provide differentiated instruction as needed
- Make students with behavior problems the 'helper'
- Shorten assignments to focus on mastery of key concepts
- Restate, reword and clarify directions

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

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.
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

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

Proficiency Level–Novice Mid

Cumulative Progress Indicator(s) (CPI)	
7.1.NM.A.5	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using

	electronic information sources related to targeted themes.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas
7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Unit 4: My World		Duration: 6-8 day
Standards		
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.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.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.L.1.d	Describe people, places, and things.
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.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.B.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.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
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.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.C	Ask questions to clear up any confusion 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
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> - 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
- Teacher Observation - Question and Answer - Conferencing		- Portfolio Assessment - Oral Proficiency Test - Unit Assessments - Benchmark 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: Students will be able to ...
Topics Covered: • Directional Terms • Clothing • Celebrations	• Use pictures and other visual cues to infer meaning. • Connect basic skills learned in the target language with other subjects. • Demonstrate knowledge of typical practices and products of target cultures, i.e., how birthdays are celebrated, piñatas, first day of school traditions, etc. • Identify culture-specific holidays, as found in culturally authentic video/audio/written texts. • Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations. • Describe typical holidays. • Describe activities that take place during holiday celebrations. • Compare and contrast celebrations in the home and target culture.
Vocabulary	
<u>Directional Terms</u> Productive: Up; Down; Open; Close	

Receptive: Left; Right; Inside; Outside; On; Under; In front of; Behind; Next to; Where is ____?; It is ____? <u>Clothing</u> Productive: Shirt; Pants; Skirt; Dress; Shoes; Socks; Boots; Hat; Cat Receptive: What are you wearing? I am wearing; Clothing; Coat; Scarf; Jacket; Sweater; Mitten <u>Celebrations</u> Productive: Thanksgiving Day; Christmas; Hanukkah; New Year's Day; Mother's Day; Father's Day; Valentine's Day; St. Patrick's Day Receptive: Johnny Appleseed; Halloween; What season are we in?; Holidays; Field Day
Instructional Plan
Suggested Activities
• Use technology and words, phrases and memorized sentences to describe a cultural celebration in my culture or the target culture including information such as when an event takes place, who attends, where it takes place, what people do, what people wear, and why they celebrate. • Research celebration from target culture and discuss likes, dislikes, preferences in target language. • Use authentic material to learn about target culture and then compare/contrast to their own.
Literature
Suggested Read Alouds: • Chaktoura, Julia, <i>El baúl de mis fiestas: Un libro sobre los colores</i> (Pre K – 1). Colors, Celebrations, Multicultural Celebrations. • González, Lucía M, <i>El romance de don Gato</i> • <i>y otros cuentos populares de América Latina</i> (Grades K-3). Six beloved Latin American folk tales are retold in Spanish by a master storyteller in this collection illustrated in full color by an award-winning artist. • Ada, Alma Flor, y Campoy, Isabel, <i>Celebra Hanukkah con un cuento de Bubbe</i> (Grades K-6). On Hanukkah, three Jewish kids play with the dreidel and eat Bubbe's (Grandma is Yiddish) delicious latkes. They also learn about

generosity and show their knowledge in a way that will amuse the reader. Information about Hanukkah is included.

- 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 Day.

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Websites/Resources

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- <http://www.youtube.com/watch?v=nICKaPQOGjo&feature=related> (Niko – Lugares en mi barrio)

Suggested Options for Differentiation

English Language Learners

- Repeat / highlight key vocabulary
- Provide wait time

- TPR
- Cooperative Grouping
- Graphic Organizers

Basic Skills/Economically Disadvantaged

- Repeat key vocabulary
- Simplify directions
- Develop private signal from pupil to teacher to request assistance
- Permit re-submitted assignments

Gifted and Talented

- Presentations and Speeches using the target language
- Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning.
- Give opportunities to learn how to take responsibility for their own learning.
- 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
- Provide differentiated instruction as needed
- Identify student learning style
- Seat away from distracting stimuli