

## Lakewood Township School District Curriculum Guide

<b>Grade: Kindergarten</b>	<b>Content Area: World Language (Spanish)</b>
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**Original Adoption:** 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** World Language Curriculum Team

**ACTFL Level: Novice-Low**

Recommended Pacing Guide	
Unit 1: Nos Conocemos	20-25 days
Unit 2: ¿Cómo vivimos?	20-25 days
Unit 3: Vamos a aprender	20-25 days
Unit 4: Los animales	20-25 days
Unit 5: Nos cuidamos	20-25 days
Unit 6: Nuestro ambiente	20-25 days
Unit 7: ¿Cómo funciona?	20-25 days
Unit 8: Nuestras celebraciones	20-25 days

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

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### Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. 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: Nos Conocemos**

**Duration: 20-25 days**

### Suggested Accommodations

#### Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
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- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

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- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

<b>Disciplinary Concepts and Core Ideas</b>	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

<b>Focus Standards</b>
<p><b><u>Interpretive Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</li> <li>● 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</li> <li>● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</li> <li>● 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.</li> </ul> <p><b><u>Interpersonal Mode of Communication</u></b></p> <ul style="list-style-type: none"> <li>● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</li> </ul>

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- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

### **Presentational Mode of Communication**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### **Language**

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.D Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.

#### **Reading**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.

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- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## **Career Readiness, Life Literacies & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

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<b>Career Readiness, Life Literacies, and Key Skills Practices</b>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career

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aligned to personal goals.	interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships

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- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

**Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.

**Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

**Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.  
 Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

**Summative Assessments:**

- Rubrics
- Student Growth Objective
- Role play/skits
- End of unit assessments

**Benchmark Assessments:**

- Assessments on [Kids Discover](#)
- Chapter assessment

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### Knowledge & Skills

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Language helps us connect with others, build relationships, and understand diverse cultures. Greetings, introductions, and conversations change depending on context, audience, and culture.</li> <li>● Families and friendships may look different across cultures, but all share common values of care and connection.</li> <li>● Exploring cultural symbols—such as the iguana of Roatán—helps us appreciate the uniqueness of Honduran identity.</li> <li>● Connection between culture and caring for nature</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we use language to introduce ourselves and get to know others?</li> <li>● Why are greetings and farewells important in daily life?</li> <li>● How can we include everyone, regardless of abilities, in greetings, introductions, and community activities?</li> <li>● What do families and friendships look like in my community and in Honduras?</li> <li>● What can we learn about Honduran culture through the iguana from Roatán?</li> <li>● How can I show respect and curiosity when learning about another culture?</li> <li>● Why is it important to know these words</li> </ul>
<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Basic conversation words and phrases</li> <li>● Greetings and farewells (formal and informal)</li> <li>● Greet and include peers with diverse abilities in classroom activities</li> <li>● Basic introductions (name)</li> <li>● Vocabulary related to family (mom, dad, brother, sister, grandparents, etc.)</li> <li>● Vocabulary related to friends and relationships</li> <li>● Cultural elements of Honduras: The island of Roatán and the iguana as a cultural and native animal symbol</li> <li>● Cultural differences in greetings, family structures, and social interactions</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Greet others and say goodbye appropriately in different situations.</li> <li>● State their name</li> <li>● Identify basic family members and describe them with simple words</li> <li>● Name and describe a friend</li> <li>● Ask and answer basic personal questions (e.g., “What’s your name?”, “How are you?”, “How old are you?”)</li> <li>● Share simple cultural information about Honduras or the iguana from Roatán</li> <li>● Compare a cultural symbol or tradition from Honduras with one from their own community</li> </ul>

### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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<ul style="list-style-type: none"> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	
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<b>Unit 2: ¿Cómo vivimos?</b>	<b>Duration: 20-25 days</b>
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**Suggested Accommodations**

<p><b>Multi Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Flashcards (Digital and paper)</li> <li>● Alternative assessment</li> <li>● Flexible/cooperative grouping</li> <li>● Graphic organizers</li> <li>● Native Language Support and Resources</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Chunking</li> <li>● Build background knowledge</li> <li>● Define Key words</li> <li>● Use visual and audio supports</li> <li>● Address all four language domains</li> <li>● Incorporate technology</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Shorten or simplify directions</li> <li>● Alternative assessment</li> </ul>
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- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
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- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary

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- Help parents become familiar with available services and resources

**Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

**Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

### Focus Standards

**Interpretive Mode of Communication**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written

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chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

### **Interpersonal Mode of Communication**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

### **Presentational Mode of Communication**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### **Language**

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.

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- L.KL.K.1.E Produce and expand complete sentences in shared language activities.

### **Reading**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

- 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## **Career Readiness, Life Literacies & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

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- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations

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- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use photo-editing or dress-up apps for dressing people up in different clothing items.</li> <li>● Use a coloring program to create and decorate a house with different rooms.</li> <li>● Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.</li> </ul>	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Communities are made up of people, places, and traditions that shape how we live.</li> <li>● Clothing, homes, and community structures vary across cultures and environments.</li> <li>● Colors and clothing can hold cultural meaning and reflect identity.</li> <li>● Learning about cultural traditions—such as the concept of Pachamama—helps us understand how people value and care for the world around them.</li> <li>● Language allows us to describe our surroundings and compare how people live in different parts of the world.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we build communities that support us in our daily lives?</li> <li>● How do you describe the rooms in a house?</li> <li>● Who are the workers in your community and what do they do?</li> <li>● What is your community like?</li> <li>● How does where we live shape the way we dress and how our community looks?</li> <li>● What can we learn about people by noticing their clothing, homes, and communities?</li> <li>● How do we describe places in a city and what makes each community unique?</li> <li>● What is Pachamama, and what does this tradition teach us about Peruvian culture?</li> <li>● How can understanding another culture help us appreciate and care for our own community?</li> </ul>
<p><b>Content:</b> <u>Students will know:</u></p>	<p><b>Skills:</b> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>● Talk about the clothes they wear and their</li> </ul>

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<ul style="list-style-type: none"> <li>● Basic conversation words and phrases</li> <li>● Names of the rooms in a house</li> <li>● Vocabulary for accessibility and inclusion (e.g., ramp, help, friend)</li> <li>● Places in a neighborhood</li> <li>● Community workers</li> <li>● Vocabulary for community places</li> <li>● Basic clothing vocabulary (shirt, pants, dress, hat, shoes)</li> <li>● Color words and how to describe clothing</li> <li>● The meaning of Pachamama (Mother Earth) in Andean culture</li> </ul>	<p>colors</p> <ul style="list-style-type: none"> <li>● Identify and describe clothing using color words</li> <li>● Describe what people wear in different weather or cultural contexts</li> <li>● Talk about community workers and the places they work</li> <li>● Identify and compare homes, places and services in different Spanish-speaking communities</li> <li>● Identify places in a city and describe their purpose</li> <li>● Describe rooms in a home using simple sentences</li> <li>● Compare their own community to communities in Peru</li> <li>● Explain in simple terms what Pachamama represents and why it is important</li> <li>● Ask and answer basic questions about clothing, homes, and community places</li> <li>● Use language to describe their environment and how people live in different cultures</li> <li>● Identify actions to care for the earth, inspired by Peruvian culture</li> </ul>
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### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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- Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)
- Whiteboard activities (Any topic/vocabulary)
- Listening and drawing activities (Any topic/vocabulary)
- Role play
- Graffiti wall
- Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.
- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1

**Unit 3: Vamos a aprender**

**Duration: 20-25 days**

### Suggested Accommodations

#### **Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words

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- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

### **Focus Standards**

#### **Interpretive Mode of Communication**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

#### **Interpersonal Mode of Communication**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

#### **Presentational Mode of Communication**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases

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related to climate change in the target culture(s) and in students' own cultures.

- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### Interdisciplinary Connections

#### Language

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.
- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

#### Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### Writing

- W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experiences or events.
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

#### Mathematics

- K.CC.B Count to tell the number of objects.

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- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### Career Readiness, Life Literacies & Key Skills

#### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

#### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

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Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Social Emotional Learning Standards

**Self-Awareness**

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

**Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

**Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment

**Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate

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<ul style="list-style-type: none"> <li>● Group assessment</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use a digital planner or calendar for students to create a daily schedule of activities.</li> </ul>	<ul style="list-style-type: none"> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b></p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● School communities have shared spaces, tools, and routines that help us learn and work together.</li> <li>● Schools and playgrounds should be inclusive spaces for students of all abilities.</li> <li>● Games and activities at school help us build relationships, develop skills, and understand expectations.</li> <li>● School supplies and classroom materials have specific purposes that support learning.</li> <li>● Cultures develop unique forms of expression—such as Taíno petroglyphs—that help tell stories about their beliefs, history, and identity.</li> <li>● Learning about another culture deepens our appreciation for our own and promotes respect for diversity.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What do we learn about in school?</li> <li>● How do games and activities help us learn and work together at school?</li> <li>● Why do we have different places and tools in a school, and how do we use them?</li> <li>● What do school activities look like in my classroom and in other cultures?</li> <li>● Who were the Taínos, and how did they express their culture through art and symbols?</li> <li>● What can creating a petroglyph teach us about identity, storytelling, and history?</li> <li>● What classes do you have in school and what supplies do you use?</li> </ul>
<p><b>Content:</b> <b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● Basic conversation words and phrases</li> <li>● School supplies and how each tool is used during classroom activities</li> <li>● Phrases for expressing what they do in the classroom</li> <li>● Vocabulary for common playground and classroom games</li> <li>● Names and purposes of school locations</li> <li>● How games help students learn cooperation and communication</li> <li>● Who the Taínos were and their importance in Caribbean history</li> <li>● The meaning and purpose of Taíno petroglyphs</li> </ul>	<p><b>Skills:</b> <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Identify and name games they play at school</li> <li>● Plan games or activities that include peers with disabilities</li> <li>● Describe different places in the school and what happens in each</li> <li>● Identify school supplies and explain their use</li> <li>● Describe classroom activities using simple sentences</li> <li>● Ask and answer questions about school places, supplies, and activities</li> <li>● Recognize Taíno petroglyphs and describe their purpose</li> <li>● Create a petroglyph inspired by Taíno symbols to represent an idea or personal story</li> <li>● Use academic and cultural vocabulary to talk about learning, community, and traditions</li> </ul>

<b>Core Instructional &amp; Supplemental Materials</b>	
<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> </ul>

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<ul style="list-style-type: none"> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<ul style="list-style-type: none"> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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<b>Unit 4: Los Animales</b>	<b>Duration: 20-25 days</b>
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<b>Suggested Accommodations</b>
<p><b>Multi Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Flexible/Cooperative Grouping</li> <li>● Visuals (Board and handouts)</li> <li>● Flashcards (Digital and paper)</li> <li>● Alternative assessment</li> <li>● Flexible/cooperative grouping</li> <li>● Graphic organizers</li> <li>● Native Language Support and Resources</li> <li>● Modified Instructions/Assessments/Assignments</li> <li>● Chunking</li> <li>● Build background knowledge</li> <li>● Define Key words</li> <li>● Use visual and audio supports</li> <li>● Address all four language domains</li> <li>● Incorporate technology</li> </ul>

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

**Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

**Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication

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- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Focus Standards

### **Interpretive Mode of Communication**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

### **Interpersonal Mode of Communication**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

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### Presentational Mode of Communication

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### Language

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.
- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

#### Reading

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

#### Speaking and Listening

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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).

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- SL.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

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- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## Career Readiness, Life Literacies & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

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- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ actions, attitudes and/or beliefs. They recognize the near-term and long-term effects

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	that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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**Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

**Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills

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- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

### **Evidence of Student Learning**

#### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Live cams

#### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

#### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

**Performance Assessment** - is defined as how well a learner uses language acquired in a classroom setting

**Proficiency Assessment** - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

**Achievement Assessment** - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.  
**Pro-achievement Assessment** - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

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<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● A people’s culture and lifestyle shape the connections they have with the animals in and around their community.</li> <li>● People and communities interact with animals in diverse ways, including pets and farm animals.</li> <li>● Caring for animals involves understanding their needs, habitats, and well-being.</li> <li>● Animals move, communicate, and behave differently, which can teach us about life cycles, ecosystems, and diversity.</li> <li>● Environmental responsibility and sustainability are essential for protecting animals and their habitats.</li> <li>● Learning about Spanish farms highlights cultural diversity and different ways humans interact with animals.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What is our connection with the animals in our community?</li> <li>● What are your pets and other animals like?</li> <li>● What do animals eat?</li> <li>● How do we talk about our pets and their characteristics?</li> <li>● What are some of the farm animals and their characteristics?</li> <li>● How can we care for animals in ways that respect their needs and the environment?</li> <li>● How do animals move, communicate, and interact with humans and their habitats?</li> <li>● How do farms and communities in Spain differ from our local experiences with animals?</li> <li>● What can learning about animals and their care teach us about diversity, empathy, and sustainability?</li> </ul>
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<b>Content:</b> <b>Students will know:</b> <ul style="list-style-type: none"> <li>● Types of pets</li> <li>● Vocabulary for common pets (dog, cat, fish, bird)</li> <li>● Names of body parts for humans and animals (head, tail, paw, wing, ear)</li> <li>● How to describe basic needs of pets (food, water, exercise, care)</li> <li>● Types of farm animals</li> <li>● Vocabulary for farm animals (cow, pig, horse, chicken, sheep)</li> <li>● Habitats and roles of farm animals on Spanish farms</li> <li>● How farm animals contribute to human life and culture</li> <li>● Vocabulary for movement verbs (walk, run, jump, fly, swim, crawl)</li> <li>● Basic principles of caring for animals: food,</li> </ul>	<b>Skills:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Talk about and describe animals in a pet store</li> <li>● Talk about and describe animals in a zoo</li> <li>● Say what animals they would like to have as a pet</li> <li>● Describe their favorite animal</li> <li>● Identify and name pets, farm animals, and their body parts</li> <li>● Describe how animals move and behave using simple sentences</li> <li>● Explain how to care for animals, including feeding, exercise, and habitat protection</li> <li>● Participate in inclusive activities that involve observing, describing, or caring for animals</li> <li>● Compare Spanish farms to local farms, noting similarities and differences</li> <li>● Use academic and cultural vocabulary to</li> </ul>
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<p>water, shelter, attention</p> <ul style="list-style-type: none"> <li>Differences between farms in Spain and students' local communities</li> <li>Diversity in animal care and agriculture across cultures</li> <li>How climate change affects animals, their habitats, and farming practices</li> </ul>	<p>describe animals, care routines, and farm life</p> <ul style="list-style-type: none"> <li>Demonstrate empathy, respect, and inclusivity toward animals and peers of all abilities</li> <li>Create a simple poster, chart, or drawing illustrating animal care, movement, or farm life</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>Target language games/activities (guess who)</li> <li>Cultural Realia</li> <li>Art</li> <li>Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>Linguistic Activities (Any topic/vocabulary)</li> <li>Logical-mathematical (Numbers)</li> <li>Musical (Any topic/vocabulary)</li> <li>Intrapersonal (Any topic/vocabulary)</li> <li>Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>Answering questions (Any topic/vocabulary)</li> <li>Listening to the teacher and peers (Any topic/vocabulary)</li> <li>Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>Whiteboard activities (Any topic/vocabulary)</li> <li>Listening and drawing activities (Any topic/vocabulary)</li> <li>Role play</li> <li>Graffiti wall</li> <li>Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>Vista Higher Learning - ¡Listos!</li> <li>Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>Reading A-Z</li> <li>Epic!</li> <li>Reading IQ</li> <li>Unite for Literacy</li> <li>Vooks.com</li> </ul>
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<b>Unit 5: Nos Cuidamos</b>	<b>Duration: 20-25 days</b>
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## Suggested Accommodations

**Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

**Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

**504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group

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- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## **Focus Standards**

### **Interpretive Mode of Communication**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written

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chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

### **Interpersonal Mode of Communication**

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

### **Presentational Mode of Communication**

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### **Language**

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.

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- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### **Reading**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

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- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Comprehensive Health and Physical Education**

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

## Computer Science & Design Thinking

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

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- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

### Career Readiness, Life Literacies & Key Skills

#### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

#### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

#### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Attend to financial well-being.

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

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<p>Consider the environmental, social and economic impacts of decisions.</p>	<p>Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>
<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>

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Work productively in teams while using cultural/global competence.

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Social Emotional Learning Standards

#### **Self-Awareness**

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

#### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

### Evidence of Student Learning

#### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment

#### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate

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<ul style="list-style-type: none"> <li>● Group assessment</li> <li>● Peer assessment</li> <li>● Self-assessment</li> <li>● Project-Based Assessments</li> <li>● Listening Comprehension</li> <li>● Oral presentations</li> <li>● Questions and answers</li> <li>● Do-Now</li> <li>● Thumbs up/down</li> <li>● White boards</li> <li>● Open-ended questions</li> <li>● Group/pair activities</li> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> <li>● Use a coloring program to have students draw themselves and label their body parts and the parts related to the five senses.</li> <li>● Have students create a daily meal plan for themselves based on the Mi Plato recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>● ChatterPix</li> <li>● Flipgrid</li> </ul> <p><b>Student Assessment</b>            Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.            Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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### Enduring Understandings:

- Our culture shapes our beliefs about healthy living and our care for others.
- Understanding our bodies, health, and nutrition helps us take care of ourselves and make healthy choices.
- Food connects people to culture, tradition, and community, and respecting cultural diversity enriches our understanding.
- Everyone, regardless of ability, can participate in learning about health, nutrition, and cooking.
- Sustainable practices in food preparation and consumption help protect the environment and address climate change.
- Sharing meals, recipes, and traditions promotes inclusion, empathy, and cultural awareness.

### Essential Questions:

- How do we care for ourselves and others in our community?
- How can understanding my body help me stay healthy and care for myself?
- What are the parts of our body? Why is it important to know this?
- How can I describe how I feel and communicate about my health effectively?
- What should you eat to stay healthy?
- What are some healthy habits?
- What are your favorite foods? Why?
- How do you relate food to celebrations?
- How are different parts of the body used?
- How can you lead a healthy lifestyle?
- What do people eat and drink in \_\_\_\_\_(Spanish speaking country)?
- How do we describe pains and parts of the body that hurt?
- What foods should you eat to be healthy?
- What can Mexican family recipes, like *pico de gallo*, teach us about cultural identity and community?

### Content:

#### Students will know:

- Healthy foods
- Unhealthy foods
- Drinks
- Desserts
- Nutrition
- Foods in Spanish-speaking countries
- Mi Plato
- Vocabulary for body parts (head, arm, leg, stomach, hand, etc.)
- Vocabulary for common Mexican foods and meals
- Food preferences and expressions: *me gusta / no me gusta*
- Table utensils and restaurant vocabulary (fork, spoon, plate, order, drink)
- Basic health vocabulary: doctor, medicine, healthy/unhealthy foods
- Expressing feelings and symptoms: *Estoy cansado/a, me duele...*
- Talking about what we want to eat and drink: *Quiero comer / beber...*
- Recipes and preparation of traditional foods

### Skills:

#### Students will be able to:

- Talk about their favorite healthy food
- Distinguish between healthy and unhealthy foods
- Compare and Contrast food in the US versus food in Spanish speaking countries
- Say what they do to take care of themselves and stay healthy
- Say what they like to eat and drink
- Order food, drink and dessert from a menu
- Talk about nutrition
- Talk about what they do to take care of their community
- Identify healthy practices in other cultures and in their own
- Identify and name body parts and express how they feel physically
- Describe what foods they like, dislike, and want to eat or drink
- Use simple phrases to talk about health, illness, and visits to the doctor
- Name Mexican foods and utensils, and discuss how meals are served

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like pico de gallo	<ul style="list-style-type: none"> <li>Follow and share a simple recipe (<i>pico de gallo</i>) while explaining the steps in Spanish</li> </ul>
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**Core Instructional & Supplemental Materials**

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>Target language games/activities (guess who)</li> <li>Cultural Realia</li> <li>Art</li> <li>Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>Linguistic Activities (Any topic/vocabulary)</li> <li>Logical-mathematical (Numbers)</li> <li>Musical (Any topic/vocabulary)</li> <li>Intrapersonal (Any topic/vocabulary)</li> <li>Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>Answering questions (Any topic/vocabulary)</li> <li>Listening to the teacher and peers (Any topic/vocabulary)</li> <li>Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>Whiteboard activities (Any topic/vocabulary)</li> <li>Listening and drawing activities (Any topic/vocabulary)</li> <li>Role play</li> <li>Graffiti wall</li> <li>Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>Vista Higher Learning - ¡Listos!</li> <li>Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>Reading A-Z</li> <li>Epic!</li> <li>Reading IQ</li> <li>Unite for Literacy</li> <li>Vooks.com</li> <li><a href="https://www.myplate.gov/resources/print-materials">https://www.myplate.gov/resources/print-materials</a></li> </ul>
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<b>Unit 6: Nuestro Ambiente</b>	<b>Duration: 20-25 days</b>
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**Suggested Accommodations**

<p><b>Multi Language Learners:</b></p> <ul style="list-style-type: none"> <li>Flexible/Cooperative Grouping</li> <li>Visuals (Board and handouts)</li> </ul>
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- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping

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- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## **Focus Standards**

### **Interpretive Mode of Communication**

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target

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culture(s) and in students' own cultures in highly contextualized oral texts.

### Interpersonal Mode of Communication

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

### Presentational Mode of Communication

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### Language

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.
- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

#### Reading

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- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

### **Comprehensive Health and Physical Education**

- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

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- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

### Computer Science & Design Thinking

#### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

#### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
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### Career Readiness, Life Literacies & Key Skills

#### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
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#### **9.2 Career Awareness, Exploration, Preparation, and Training**

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- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

#### **9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
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### Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>
<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one's own emotions, thoughts and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>
<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings and perspectives of others</li> </ul>

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**Content Area: World Language (Spanish)**

- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use a green screen and a map of the state or country to have students record weather reports/forecasts.
- Go online to find weather forecasts in Spanish, and have students create their own forecast to present to the class.
- Have students create their own "days of the

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

**Performance Assessment** - is defined as how well a learner uses language acquired in a classroom setting

**Proficiency Assessment** - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

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<p>week/months of the year” YouTube video in Spanish - song, rap, skit, etc.</p> <ul style="list-style-type: none"> <li>● Have students create their own “Seasons” video in Spanish - song, rap, skit, etc.</li> </ul>	<p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Geography and environment influences the practices and traditions of a community and culture.</li> <li>● Transportation and travel connect people, cultures, and communities in diverse ways.</li> <li>● Weather and seasons influence daily life, clothing, and activities.</li> <li>● Sustainable practices, like recycling, help protect the environment and address climate change.</li> <li>● Inclusive communities ensure that everyone, regardless of ability, can participate in travel, learning, and environmental stewardship.</li> <li>● Exploring Argentine culture, such as media experiences like <i>un viaje al Canal 10</i>, promotes global awareness, curiosity, and respect for diversity.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the important factors that affect our choices?</li> <li>● What’s the weather like in each season of the year?</li> <li>● How do we talk about weather?</li> <li>● How does the weather affect your life?</li> <li>● What is your favorite season and why?</li> <li>● How do different modes of transportation connect people and places?</li> <li>● How does the weather influence the way we live, dress, and travel?</li> <li>● How can I describe and respond to weather and seasons in Spanish?</li> <li>● How can recycling and sustainable practices help protect our planet and fight climate change?</li> <li>● What can traveling through Argentina, such as a visit to Canal 10, teach us about culture and community?</li> </ul>
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<p><b>Content:</b> <b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary for modes of transport: airplane, car, bus, boat, bicycle, train</li> <li>● Categories: air, land, or water transportation</li> <li>● Vocabulary for weather: sunny, rainy, cloudy, cold, hot</li> <li>● Vocabulary for seasons: spring, summer, fall, winter</li> <li>● How to talk about the weather yesterday,</li> </ul>	<p><b>Skills:</b> <b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify and describe modes of transportation and how they travel (air, land, water)</li> <li>● Ask and answer questions about travel and movement</li> <li>● Describe the weather and seasons using Spanish vocabulary</li> <li>● Express what clothing they wear in different weather conditions and seasons</li> <li>● Identify recyclable materials and describe</li> </ul>
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<p>today, and tomorrow</p> <ul style="list-style-type: none"> <li>● Appropriate clothing for each season</li> <li>● Vocabulary for recyclable materials: paper, plastic, metal, glass</li> <li>● Places to recycle: bin, center, school, community locations</li> <li>● Understanding Argentine media experiences, e.g., <i>un viaje al Canal 10</i></li> </ul>	<p>where they should be recycled</p> <ul style="list-style-type: none"> <li>● Discuss simple actions to care for the environment and reduce climate impact</li> <li>● Participate in inclusive activities and discussions about travel, weather, and sustainability</li> <li>● Compare transportation, weather, and environmental practices in Argentina with their own community</li> <li>● Use Spanish to communicate about cultural experiences, travel, and environmental stewardship</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A Thorn &amp; 3-2-1</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● <a href="http://Vooks.com">Vooks.com</a></li> <li>● <a href="https://science.nasa.gov/kids/earth/">https://science.nasa.gov/kids/earth/</a></li> </ul>
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Grade: Kindergarten

Content Area: World Language (Spanish)

Unit 7: ¿Cómo funciona?

Duration: 20-25 days

### Suggested Accommodations

#### Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

#### 504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words

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- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

**Focus Standards**

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### Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

### Interpersonal Mode of Communication

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

### Presentational Mode of Communication

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings

### **Supporting Standards**

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### **Interdisciplinary Connections**

#### Language

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.
- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.

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- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.
- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### **Reading**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.M.A Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

### **Social Studies**

- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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- 6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Visual and Performing Arts**

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

## Computer Science & Design Thinking

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## Career Readiness, Life Literacies & Key Skills

### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

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**9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

**9.4 Life Literacies & Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Social Emotional Learning Standards</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>● Recognize one's personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul>

## Lakewood Township School District Curriculum Guide

**Grade: Kindergarten**

**Content Area: World Language (Spanish)**

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners

### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

## Lakewood Township School District Curriculum Guide

<b>Grade: Kindergarten</b>	<b>Content Area: World Language (Spanish)</b>
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	<p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Decisions taken by individuals or a community affect future resources and lifestyles.</li> <li>● Human engineering, like the Panama Canal, allows people to connect communities, trade, and cultures around the world.</li> <li>● Different professions contribute to the functioning of large-scale infrastructure and society.</li> <li>● Understanding how ships operate and what they carry teaches us about global trade, economics, and sustainability.</li> <li>● Human activities, such as shipping, can impact the environment; sustainable practices help protect natural resources.</li> <li>● Exploring Panama's history and culture, including the Canal Museum, deepens appreciation for innovation, diversity, and heritage.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do our actions and decisions affect our future?</li> <li>● How does the Panama Canal work, and why is it important for connecting communities?</li> <li>● Who are the people that work in the Canal, and what are their roles?</li> <li>● How do ships move through the Canal, and what do they carry?</li> <li>● How can everyone, including students with disabilities, participate in learning about engineering, professions, and trade?</li> <li>● How does shipping and trade impact the environment, and what can we do to reduce negative effects?</li> <li>● What can we learn about Panama's culture and history through the Canal Museum?</li> </ul>
<p><b>Content:</b></p> <p><b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● How the Panama Canal works and its purpose for global trade</li> </ul>	<p><b>Skills:</b></p> <p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Explain how the Panama Canal works in simple terms</li> <li>● Identify and describe different professions</li> </ul>

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<ul style="list-style-type: none"> <li>● Vocabulary for ships and transportation: ship, boat, cargo, lock, waterway</li> <li>● Description of how ships move through the Canal and what they carry</li> <li>● Names of professions involved in the Canal: captain, engineer, dock worker, pilot, technician</li> <li>● Roles and responsibilities of workers in maintaining and operating the Canal</li> <li>● Vocabulary for describing a ship</li> <li>● The Panama Canal Museum: history, engineering, and cultural significance</li> <li>● How the Canal connects Panama to the world economically and culturally</li> </ul>	<p style="text-align: center;">and what workers do in the Canal</p> <ul style="list-style-type: none"> <li>● Describe a ship and the cargo it carries using basic Spanish vocabulary</li> <li>● Ask and answer questions about the Canal, ships, and workers</li> <li>● Compare shipping practices and their environmental impact with local transportation</li> <li>● Participate in inclusive activities, discussions, or simulations related to the Canal</li> <li>● Discuss ways humans can reduce environmental impact from shipping and trade</li> <li>● Connect cultural, historical, and engineering knowledge from the Canal Museum to classroom learning</li> </ul>
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### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> <li>● Listening to the teacher and peers (Any topic/vocabulary)</li> <li>● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)</li> <li>● Whiteboard activities (Any topic/vocabulary)</li> <li>● Listening and drawing activities (Any topic/vocabulary)</li> <li>● Role play</li> <li>● Graffiti wall</li> <li>● Cooperative learning: Thumbs up/down, Four Corners &amp; Jigsaw.</li> <li>● Reflection: Stop and Go, Two Roses and A</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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## Lakewood Township School District Curriculum Guide

**Grade: Kindergarten**

**Content Area: World Language (Spanish)**

Thorn & 3-2-1

**Unit 8: Nuestras Celebraciones**

**Duration: 20-25 days**

### Suggested Accommodations

#### **Multi Language Learners:**

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

#### **Special Education/Students with Disabilities:**

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

#### **504 Plans:**

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring

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- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

### **Gifted and Talented:**

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

### **Students at Risk of Failure:**

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

### **Economically Disadvantaged:**

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

### **Culturally Diverse:**

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

## Lakewood Township School District Curriculum Guide

Grade: Kindergarten

Content Area: World Language (Spanish)

### Focus Standards

#### Interpretive Mode of Communication

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

#### Interpersonal Mode of Communication

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.

#### Presentational Mode of Communication

- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings

### Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

### Interdisciplinary Connections

#### Language

- L.RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.

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- L.WF.K.1.B Write upper and lowercase letters, with reference to a model.
- L.WF.K.1.C Write left to right and include a space between words.
- L.WF.K.1.E Write a common grapheme (letter or letter group) for each phoneme.
- L.KL.K.1.E Produce and expand complete sentences in shared language activities.
- L.VI.K.3.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

### **Reading**

- RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
- RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Speaking and Listening**

- SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.PE.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.PE.K.1.B Continue a conversation through multiple exchanges.
- SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### **Writing**

- W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas
- W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

### **Mathematics**

- K.CC.B Count to tell the number of objects.
- K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

### **Social Studies**

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- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

### **Visual and Performing Arts**

- 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

## **Computer Science & Design Thinking**

### **8.1 Computer Science**

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

### **8.2 Design Thinking**

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

## **Career Readiness, Life Literacies & Key Skills**

### **9.1 Personal Financial Literacy**

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

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- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

### **9.2 Career Awareness, Exploration, Preparation, and Training**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

### **9.4 Life Literacies & Key Skills**

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

### **Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources

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	and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Social Emotional Learning Standards</b>
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<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>● Recognize one's feelings and thoughts</li> <li>● Recognize the impact of one's feelings and thoughts on one's own behavior</li> </ul>
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## Lakewood Township School District Curriculum Guide

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- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### **Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

## **Evidence of Student Learning**

### **Formative Tasks:**

- Teacher Observations
- Role play/skits
- Peer Assessments
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### **Alternative Assessments:**

- Checklist
- Exit tickets
- Journals and reflections
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- Listen and translate
- ChatterPix
- Flipgrid

### **Student Assessment**

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

## Lakewood Township School District Curriculum Guide

<b>Grade: Kindergarten</b>	<b>Content Area: World Language (Spanish)</b>
<ul style="list-style-type: none"> <li>● Exit cards</li> <li>● Total Physical Response</li> <li>● Four Corners</li> </ul>	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubrics</li> <li>● Student Growth Objective</li> <li>● Role play/skits</li> <li>● End of unit assessments</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessments on <a href="#">Kids Discover</a></li> <li>● Chapter assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The core values of a community or a country, as they connect to traditions and celebrations, allows us to recognize similarities and differences between cultures.</li> <li>● Celebrations and traditions strengthen community, family, and friendships.</li> <li>● Language allows us to express joy, gratitude, and social participation during celebrations.</li> <li>● Inclusive celebrations ensure that people of all abilities can participate meaningfully.</li> <li>● Food, games, music, and dance are expressions of cultural identity.</li> <li>● Understanding cultural traditions, such as Colombian birthday practices and dances, promotes respect, diversity, and global awareness.</li> <li>● Sustainable practices, like reducing waste during celebrations, help protect the environment</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do traditions and celebrations reflect the value of a community?</li> <li>● How do you celebrate the holidays?</li> <li>● Why do we celebrate?</li> <li>● Why are celebrations important?</li> <li>● How are traditions different from celebrations?</li> <li>● How do you celebrate some holidays with your friends?</li> <li>● How do celebrations bring people together and express cultural values?</li> <li>● How can we include everyone, including students with disabilities, in celebrations?</li> <li>● How do music, dance, games, and food reflect cultural traditions and identity?</li> </ul>

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<p><b>Content:</b> <b><u>Students will know:</u></b></p> <ul style="list-style-type: none"> <li>● Traditions</li> <li>● Family celebrations</li> <li>● Birthdays</li> <li>● Expressions to congratulate and celebrate: <i>Feliz cumpleaños, Te deseo...</i></li> <li>● Vocabulary for describing age: <i>Tengo... años</i></li> <li>● Vocabulary for food and drinks at parties</li> <li>● Colombian birthday traditions and games</li> <li>● <i>Baila la cumbia en tu fiesta</i>: dance steps, music, and social context</li> <li>● Encouraging participation for students with diverse needs in games and dances</li> </ul>	<p><b>Skills:</b> <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>● Describe their favorite holiday</li> <li>● Describe traditions in family celebrations</li> <li>● Express opinions about birthday presents</li> <li>● Describe what to buy and where to shop for gifts</li> <li>● Describe some popular traditions and celebrations in a Spanish speaking country</li> <li>● Identify and name items at a birthday party (cake, gifts, games, decorations)</li> <li>● Ask and answer questions about age, food, drinks, and party activities</li> <li>● Congratulate friends and express gratitude appropriately in Spanish</li> <li>● Describe what children do at a party and what gifts are given or received</li> <li>● Participate in Colombian dance (<i>Baila la cumbia</i>) and practice the steps</li> <li>● Plan or simulate an inclusive celebration that accommodates diverse abilities</li> <li>● Compare birthday traditions in Colombia to those in their own culture</li> </ul> <p>Use Spanish to communicate about celebrations, social interactions, and cultural practices</p>
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### Core Instructional & Supplemental Materials

<p><b>Suggested Activities/Resources:</b> Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> <li>● Target language games/activities (guess who)</li> <li>● Cultural Realia</li> <li>● Art</li> <li>● Kagan Strategies: Round Robin / Stand up, Hand up &amp; Pair Up / Think-Pair-Share</li> <li>● Linguistic Activities (Any topic/vocabulary)</li> <li>● Logical-mathematical (Numbers)</li> <li>● Musical (Any topic/vocabulary)</li> <li>● Intrapersonal (Any topic/vocabulary)</li> <li>● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)</li> <li>● Answering questions (Any topic/vocabulary)</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Vista Higher Learning - ¡Listos!</li> <li>● Cuaderno de práctica A - Vista Higher Learning - ¡Listos!</li> <li>● Reading A-Z</li> <li>● Epic!</li> <li>● Reading IQ</li> <li>● Unite for Literacy</li> <li>● Vooks.com</li> </ul>
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**Content Area: World Language (Spanish)**

- Listening to the teacher and peers (Any topic/vocabulary)
- Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)
- Whiteboard activities (Any topic/vocabulary)
- Listening and drawing activities (Any topic/vocabulary)
- Role play
- Graffiti wall
- Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.
- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1