

Hainesport Township School District
211 Broad Street Hainesport, NJ 08036



Course Title: World Language Grade: 1
Board of Education Adoption Date: August 2, 2012
Board of Education Revision Date: December 18, 2018,
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Course Description and Concepts

It is the mission of the Hainesport Township School District to provide a safe, supportive and challenging educational environment in a familial school atmosphere that enables each child to develop intellectually, emotionally, socially, and physically. Students in Kindergarten will explore concepts at the basic level of language proficiency in the area of Latin American Spanish. Each of the 15 lessons provide opportunities for students to receive direct instruction from the instructor and supportive technology assisted instruction from the SALSA Video Series.

Students meet for one class period once during the 6 day academic scheduling cycle. There are approximately 30 class periods for World Language instruction at the First Grade level.

About the SALSA Program:

Salsa is Georgia Public Broadcasting's award-winning Spanish language series for young learners in kindergarten through the third grade. Puppets in familiar stories, digital graphics and animation teach the language.

Instructors do not need to be certified to teach a foreign language or be familiar with Spanish in order to use Salsa. It can be used in the classroom and homeschools and by anyone interested in teaching young kids to speak Spanish. Each video lesson is preceded by a staff development component that acquaints the instructor with the content and the objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish words included in the lesson.

There are 42 video lessons in the Salsa series. Please see this link for the complete series ([Salsa Series](#)). There are also fun interactive Salsa games for students to play. ([games for students](#))

Realistic Expectations for the SALSA Grades K-2:

What can we realistically expect students to know and be able to do in Spanish at the end of the SALSA/WyFLES program?

- Positive Attitudes toward other languages and cultures as well as toward people who come from other cultures and speak other languages;
- Motivation to learn languages;
- Confidence in their ability to learn and be able to communicate in other languages;
- Listening Comprehension: the ability to listen and understand some basic spoken Spanish;
- Strong Pronunciation Skills: the ability to pronounce Spanish words with a native or near native accent;
- Some Basic Interpersonal Communication Skills: for example, greetings and talking simply about topics in their daily lives at school and at home.

New Jersey Student Learning Standards – World Languages

Introduction World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

World Languages Standard Learning Progressions

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.”

| Proficiency Level | Core Idea |
|--|---|
| <ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low | <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. |

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.

| Proficiency Level | Core Idea |
|--|---|
| <ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low | <ul style="list-style-type: none"> • Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. |
| <ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low | <ul style="list-style-type: none"> • Speakers and writers gain confidence and competence as they progress along the proficiency continuum. |

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.

| Proficiency Level | Core Idea |
|-------------------|-----------|
|-------------------|-----------|

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|--|--|
| <ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low | <ul style="list-style-type: none"> • Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low | <ul style="list-style-type: none"> • Speakers and writers gain confidence and competence as they progress along the proficiency continuum. |

Level Classification Rubric: *Note Teacher will classify student level at the end of each course of study.*

| Novice Low (1st Grade) | Novice Mid | Novice High | Intermediate Low | Intermediate Mid | Intermediate High | Advanced Low |
|--|---|---|---|---|--|--|
| Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home. | Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community. | Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. | Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. | Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. | Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics | Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics. |

The New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJ Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Pacing Guide

(Click here for the [SALSA Scope & Sequence](#))

| Unit Topic | Unit # | APX Unit Length |
|---|--------|--------------------------|
| <u>SALSA Lesson 116</u> Monster Mayhem | I | 1-2 Instructional Period |
| <u>SALSA Lesson 117</u> Happy Birthday Monster | II | 1-2 Instructional Period |
| <u>SALSA Lesson 118</u> Highway Robbery | III | 1-2 Instructional Period |
| <u>SALSA Lesson 119</u> The Little Red Hen | IV | 1-2 Instructional Period |
| <u>SALSA Lesson 120</u> The Armadillo's Hamburger | V | 1-2 Instructional Period |
| <u>SALSA Lesson 121</u> The Fruit Fiasco | VI | 1-2 Instructional Period |
| <u>SALSA Lesson 122</u> Finally Nine | VII | 1-2 Instructional Period |
| <u>SALSA Lesson 123</u> Quiz Show 2 The Broken Glass | VIII | 1-2 Instructional Period |
| <u>SALSA Lesson 124</u> A Dark And Stormy Night | IX | 1-2 Instructional Period |
| <u>SALSA Lesson 125</u> The Race | X | 1-2 Instructional Period |
| <u>SALSA Lesson 126</u> The Goats Vacation | XI | 1-2 Instructional Period |

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| <u>SALSA Lesson 127</u> Super Armadillo | XII | 1-2 Instructional Period |
| <u>SALSA Lesson 128</u> The Great Ice Cream Robbery | XIII | 1-2 Instructional Period |
| <u>SALSA Lesson 129</u> The Red Shoes | XIV | 1-2 Instructional Period |
| <u>SALSA Lesson 130</u> The Quiz Show Three: Hiccups | XV | 1-2 Instructional Period |

| Lesson 116 | |
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| Content Area | World Language |
| Unit Title | Monster Mayhem |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | More pizza has arrived for The Three Goats (Los tres chivos). Finding it too hot to eat, they accidentally leave it out for the Monster (el Monstruo) to eat. After enjoying the pizza, the Monster sees a purple toy car and a purple house made of blocks. He becomes very frightened, breaking the car and knocking over the house before running into a fence. The Three Goats confront the Monster, who decides to conquer his fear by fixing their toys. Still not satisfied, The Three Goats persuade the Monster to order more pizza. |
| Interdisciplinary Connections | Math |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |

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| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 116 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> morado/morada, las orejas (purple, ears) | |

Direct Instructional Goals

- Graphing activity using the student's favorite colors. After the graph is compiled, count to see which colors were the favorite and least, if any colors were equally liked, etc.

Lesson 117

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| Content Area | World Language |
| Unit Title | Happy Birthday Monster |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | Misunderstandings threaten to ruin the Monster's (el Monstruo) birthday. The Girl (Niña), Salsa and the Chef (Chef Loco) are busy making a cake for the Monster when he drops into the pizza parlor for a visit. Not wishing to spoil the surprise, they quickly disappear. Next he pays a visit to Baby Bear (Bebé Oso), who, together with Little Rat (Ratoncito), is wrapping a present for the Monster. They, too, quickly disperse. The Monster's spirits improve greatly when all of the characters throw a surprise party for him. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | Interpretive Mode of Communication <ul style="list-style-type: none"> 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic |

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| | <p>materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 117 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● contento/contenta, triste (happy, sad) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Provide materials to make smiley face and sad face popsicle -stick puppets. | |

Lesson 118

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| Content Area | World Language |
| Unit Title | Highway Robbery |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | While the Dog (Perro) sleeps, the characters concoct their own version of The Three Billy Goats Gruff. On the Goats' way to get ice cream, the Monster (el Monstruo) stops Little Goat (Chivo Pequeño) and charges him seven tomatoes to cross the bridge. Little Goat comes back with green tomatoes, but the Monster insists on red. When he returns with the correct toll, Little Goat is allowed to pass. Medium Goat (Chivo Mediano) approaches and the Monster charges him seven pieces of cheese. Medium Goat brings the cheese and crosses the bridge. Finally, Big Goat (Chivo Grande) arrives and both characters cross the bridge for ice cream. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 118 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> seis, siete (six, seven) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> Have students make groups of counters with popsicles that correspond to the number words that the teacher says aloud. | |
| Lesson 119 | |

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| Content Area | World Language |
| Unit Title | The Little Red Hen |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | Little Red Riding Hood (Caperucita Roja, played by Niña) meets the Wolf (el Lobo) on the way to Grandmother's (la Abuela) house. After seeing that she is bearing many treats, the Wolf hatches a plan to steal them that leads to taking both Little Red Riding Hood and Grandmother prisoner. Lucky for them, Salsa witnesses everything and tells a policeman, who saves the day. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 119 ● Script ● Activity |

World Language Vocabulary Covered in this Unit

- el gato, cansado/cansada (cat, tired)

Direct Instructional Goals

- Create a torn paper collage of an el gato.

Lesson 120

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| Content Area | World Language |
| Unit Title | The Armadillo's Hamburger |
| Target Course / Grade Level | Latin American Spanish Grade 1 |

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| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | When Baby Bear (Bebé Oso) and the Girl (Niña) find the Dog (Perro) sleeping, they decide to write their own version of The Little Red Hen (la Gallinita Roja). In their version, Armadillo proves to be a frustrating choice for the role of the Little Red Hen by constantly revising the story in progress. Worst of all, he chooses apples, grapes and bananas to top off his hamburgers, rather than tomatoes, cheese and lettuce. When the hamburgers are ready, no one wants to eat them! At least, not until The Three Goats (Los tres chivos) arrive-they'll eat anything. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 120 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> hace frío, la hamburguesa ("It's cold," hamburger) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> Create warm and cool Aztec suns. | |

| Lesson 121 | |
|-----------------------------|---|
| Content Area | World Language |
| Unit Title | The Fruit Fiasco |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | Mama Bear (Mamá Osa) isss restored to her role as the Little Red Hen (la Gallinita Roja), but this time she decides to make apple empanadas. Discovering she only has one of the nine apples she will need, she calls on her friends to help out. The |

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| | Female Cat (la Gatita), Little Rat (Ratoncito) and the Wolf (el Lobo) all have a difficult time bringing home the correct fruit from the stand. Because no one brings back apples, the characters decide to eat fruit instead. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> |

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| | <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 121 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● ocho, nueve (eight, nine) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Use computer games to practice numbers | |

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| Lesson 122 | |
| Content Area | World Language |
| Unit Title | Finally Nine |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | It's back to school for the characters when Mama Bear (Mamá Osa) attempts to lead the class through counting lessons. The trouble is, every time Mama Bear begins counting to nine, something goes wrong. First, Armadillo and Little Rat (Ratoncito) get in a tussle over paper. Then two squirrels arrive to perform a chant that leads the entire class outside. Just as order is restored, The Three Goats (Los tres chivos) arrive with pizza, and Mama Bear's pupils all feast. It's a tough day at work for Mama Bear, who finally gets to count to nine. |

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| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 122 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> el papel, el lápiz (paper, pencil) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> Have some students make a collage of fruits vs other students make a collage of snacks like cake, hamburger, candy reviewing vocabulary and talking about which plate is healthier. | |

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| Lesson 123 | |
| Content Area | World Language |
| Unit Title | Quiz Show 2 The Broken Glass |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | The Three Bears (Los tres osos) and The Three Goats (Los tres chivos) meet again for the "What Is It?" ("¿Qué es?") game show. After an enthusiastic greeting breaks the glasses of Medium Goat (Chivo Mediano), he has trouble identifying things. He thinks a pencil is a banana, for instance, and mistakenly identifies the Female Cat (la Gatita) as a dog. The Three Goats eventually win the grand prize, a book, only to have Big Goat (Chivo Grande) eat it. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. |

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| | <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 123 Script Activity |

World Language Vocabulary Covered in this Unit

- hace calor, hace frío ("It's hot," "It's cold")

Direct Instructional Goals

- Game show vocabulary

Lesson 124

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| Content Area | World Language |
| Unit Title | A Dark and Stormy Night |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | On a dark and stormy night, the Dog (Perro) reads the mysterious story of "The Hands" ("Las manos"). The Female Cat (la Gatita), Little Rat (Ratoncito) and the Wolf (el Lobo) are chosen to act out parts. In the story, each of the characters rouse themselves to raid the refrigerator, but mysterious hands appear to steal their food away. All of the characters are frightened by the story and are relieved at its end. When Mama Bear (Mamá Osa) serves cake, the story seems to come to life as the mysterious hands appear once again! The Dog reveals that "The Hands" are actually the two squirrels in disguise. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |

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| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 124 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> el pastel, tengo hambre (cake, "I'm hungry") | |

Direct Instructional Goals

- Decorate a cake handout.

Lesson 125

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| Content Area | World Language |
| Unit Title | The Race |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | Four trains-an old one, a red one, a big one and a little one named Miss Train (Señorita Tren)-decide to have a race. Miss Train, clearly an underdog, is the slowest train out of the starting gate. Soon after the race begins, the old train stops to eat cake with The Three Bears (Los tres osos) in the forest and becomes ill from all he has consumed. Then the red train purchases a book from The Three Goats (Los tres chivos) and wrecks while trying to read and race at the same time. Finally, the big train pulls over to rest, but accidentally falls asleep. Miss Train, slow but steady, wins the race. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | Interpretive Mode of Communication <ul style="list-style-type: none"> 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic |

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| | <p>materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 125 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● adiós, el tren ("goodbye," train) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Create el tren with geometrical shapes. | |

Lesson 126

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| Content Area | World Language |
| Unit Title | The Goats Vacation |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | The Three Goats (Los tres chivos) are going on a vacation, using little Miss Train (Señorita Tren) as transport. But first they must pack their things. Ten books, ten shoes and ten grapes put a strain on Miss Train, who cannot go forward. After the weighty cargo is ditched, the journey begins. But time and again, The Three Goats must return for items they have left behind-cake, ice cream and milk. The Three Goats reach the end of their trip; then Medium Goat (Chivo Mediano) and Little Goat (Chivo Pequeño) reach the end of their tempers when they discover that Big Goat (Chivo Grande) has eaten everything. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). |

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| | <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. ● 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. ● 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. ● 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 126 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● diez, el libro (ten, book) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Discuss items such as front and back covers, title page, inside pages (usually numbered) with words and/or sentences that tell the story, illustrations, index, etc. On chart paper, make a list of the items noted in the discussion. | |
| Lesson 127 | |
| Content Area | World Language |

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| Unit Title | Super Armadillo |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | With a handful of grapes, Armadillo becomes Super Armadillo! Faster than a speeding train, able to leap three bears in a single bound, Super Armadillo arrives on the scene in his somewhat clumsy manner to save other characters from peril. With a little help from Salsa, Super Armadillo returns a hamburger to the Girl (Niña) and a carton of milk to Little Rat (Ratoncito), and unties Mama Bear (Mamá Osa) from a railroad track. All is the dirty work of the Wolf (el Lobo), who is vanquished in the end. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> • 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> • SALSA Lesson 127 • Script • Activity |

World Language Vocabulary Covered in this Unit

- las uvas, la leche (grapes, milk)

Direct Instructional Goals

- Create a fruit tin punch. (Mexican Folk Art)

Lesson 128

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| Content Area | World Language |
| Unit Title | The Great Ice Cream Robbery |
| Target Course / Grade Level | Latin American Spanish Grade 1 |

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| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | Mama Bear (Mamá Osa) and Baby Bear (Bebé Oso) board Miss Train (Señorita Tren) for a ride back home, but their journey is cut short by three masked bandits-actually the Girl (Niña), Little Rat (Ratoncito) and the Sock (Mosca)-who are out for ice cream. The bandits have a difficult time obtaining the ice cream, but finally manage to uncover it on their third attempt. Salsa tells the Sheriff, played by Papa Bear (Papá Oso), who then challenges Little Rat to an ice-cream-eating duel. When Little Rat gives up, the Sheriff wins. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> SALSA Lesson 128 Script Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> los osos, el helado (bears, ice cream) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> Play memory game on www.spanishspanish.com Play games www.spanishplayground.net for numbers, colors, alphabet, body parts | |

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| Lesson 129 | |
| Content Area | World Language |
| Unit Title | The Red Shoes |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | The Monster (el Monstruo) decides to buy shoes for the big dance, but first he must find a pair he likes. The shoe salesman entertains the Monster with a funky rap |

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| | about the many varieties of shoes for sale. After a green and blue pair of shoes prove to be ill fitting, the salesman produces a red pair of dancing shoes that fit the Monster perfectly. At the masquerade ball, the Monster dances with the Girl (Niña) until her purple hair is revealed and scares him away. He leaves a shoe behind. The Girl searches for its owner and finds it to be the Monster. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> |

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| | <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 129 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● el zapato, los pies (shoe, feet) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Play memory game on www.spanishspanish.com ● Play games www.spanishplayground.net for numbers, colors, alphabet, body parts | |

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| Lesson 130 | |
| Content Area | World Language |
| Unit Title | The Quiz Show Three: Hiccups |
| Target Course / Grade Level | Latin American Spanish Grade 1 |
| Recommended Pacing | 1-2 Instructional Periods |
| Unit Rationale | The Three Bears (Los tres osos) go up against The Three Goats (Los tres chivos) for a third time in an elaborate production of "¿Qué es?" ("What Is It?"), but a case of the hiccups is giving Papa Bear (Papá Oso) fits. The Monster (el Monstruo) tries to help Papa Bear by scaring him with-of all things-a monster disguise, but it fails. In the ensuing competition, Papa Bear attempts to cure the hiccups by breathing into a bag, holding his breath, blowing up a balloon and, finally, drinking water. |

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| | The bears come from behind and win, but the real winner is the hiccups, which still plague Papa Bear. |
| Interdisciplinary Connections | N/A |
| 21st Century Themes; Global, Health & Civic Literacy | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. |
| Career Readiness, Life Literacies, & Key Skills | Technology Literacy: Different digital tools have different purposes. |
| Computer Science & Design Thinking | N/A |
| World Language Standards Addressed | <p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. |

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| | <ul style="list-style-type: none"> ● 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. |
| Supplemental Class Resources | <ul style="list-style-type: none"> ● SALSA Lesson 130 ● Script ● Activity |
| World Language Vocabulary Covered in this Unit | |
| <ul style="list-style-type: none"> ● el agua, el pelo (water, hair) | |
| Direct Instructional Goals | |
| <ul style="list-style-type: none"> ● Play memory game on www.spanishspanish.com ● Play games www.spanishplayground.net for numbers, colors, alphabet, body parts | |

Teacher Resources Best Practices

[50 Best Practices For Language Teachers](#)

For additional SALSA print resources with a scope and sequence guide, click here to visit the [Wyoming Department of Education](#) website.

Modifications for SpEd/ESL/Students at Risk/Gifted

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or IR&S Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code

- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates

World Languages Curriculum

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

| Theme/Unit: Novice (K-3rd) | | Suggested Sequence: Ongoing |
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| New Jersey Student Learning Performance Expectations: 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. 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. | | |
| Core Ideas: <ul style="list-style-type: none">• Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.• Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.• Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | | |
| Intercultural Statements: <ul style="list-style-type: none">• Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture.• Learners recognize and identify a few typical practices of the target culture. | | Possible Topics: <ul style="list-style-type: none">• Family members, school supplies, pets, weather.• Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people. |
| Knowledge, Skills, and Instructional Objectives: Students will be able to: | | |

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

- Identify a few memorized and practiced words when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
- Respond with physical actions and/or gestures to simple oral directions, commands, and requests
- Recognize and demonstrate a few common gestures associated with the target culture
- Recognize and state a few memorized words related to weather and climate (including climate change) in the target culture
- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
- Share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced (with the help of gestures and/or visuals,)
- Tell others a few basic preferences and/or feelings using memorized words and phrases
- Follow a few procedural instructions, directions, and commands in classroom situations.
- Tell a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

Instructional Materials/Resources:

- Posters
- Examples of food, supplies, colors, etc.

Suggested Vocabulary:

Greetings, family members, school supplies, pets, weather.

Technology:

Computer Science and Design Thinking:

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats

Career Readiness:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Recommended Instructional Activities:

- Use physical movement to demonstrate understanding while teacher provides a series of commands
- Draw pictures that demonstrate understanding while teacher provides a series of commands
- Hold up pictures that correspond to the message delivered while listening to a story, song, or poem
- Use gestures, visuals, or body movement to reenact a story as the teacher tells it

Extension Strategies/Activities:

- Create a picture dictionary of learned vocabulary

Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

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| | <ul style="list-style-type: none">● Provide alternate form or assessment IE: projects, dioramas● Pair low level readers with high level readers● Retell story by drawing or speaking● Visual aids● Advance notice for tests● Provide a copy of notes● Provide study guide● <input type="checkbox"/> Modified tests as needed |
| Suggested Assessments: Performance Task: <ul style="list-style-type: none">● Perform a physical activity that shows comprehension of a teacher's instructions● Use gestures appropriately in context (respond to statements or initiate conversation) Other Assessment Evidence: <ul style="list-style-type: none">● Identify a gesture from a selection of gestures provided● Hold up pictures that correspond to a given greeting | |

Support Documents

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.