Grades K-2

Office of Bilingual, ESL, & World Languages

Orange
Public Schools
"Good to Great"

Grades K-2 World Languages Curriculum Guide: Spanish

Kindergarten – Grade 2: Spanish

I.   Introduction/Overview/Philosophy

Within the scope of the first years of the Spanish program, the focus is to provide the students with a firm foundation in the interpersonal communicative skills of listening and speaking with an introduction to writing. How language and culture interact and promote intercultural understanding will also be emphasized. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language. This course also integrates learning Spanish simultaneously within the regular curriculum.

II.   Objectives

Course Outline:

These lists show only some of those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of the children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in the early grades. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers. Emphasis is on listening comprehension and spoken language/oral communication with an introduction to reading and writing skills.

- The Alphabet
- Greetings, farewells, introductions
- Classroom people and objects
- Colors
- Days of the Week
- Numbers
- Body parts
- Holidays and Special Events
- Character Education Lessons
- Cross Curricular Lessons
- Family
- Weather and Seasons
- Likes and Dislikes
- Animals and animal sounds
- Clothing
- Introduction to food vocabulary

Student Outcomes:

This course will address the three modes of communication: interpretive, interpersonal and presentational. Through these modes students will be able to:

- Modeling utterances after the teacher, and singing
- Answering simple questions
- Listen to the teacher and peers
- Listen to authentic audio and video
- Read flashcards
- Copy letters and punctuation
- Copy words and phrases

New Jersey Student Learning Standards
Career Readiness, Life Literacies, and Key Skills Practices

CRLLKSP 1   Act as a responsible and contributing community members 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.

CRLLKSP 2   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.

CRLLKSP 3   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.

CRLLKSP 4   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.

CRLLKSP 5   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.

CRLLKSP 6   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' action, 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.

CRLLKSP 7   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.

CRLLKSP 8   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.

CRLLKSP 9   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 difference 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.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

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

Standard 9.4 Life Literacies and Key Skills
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
9.4.2.CI.2: Demonstrate originality and inventiveness in work
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
9.4.2.CT.2: Identify possible approaches and resources to execute a plan
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
9.4.2.TL.2: Create a document using a word processing application.
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts

New Jersey Student Learning Standards for World Languages (2020)

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.

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

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.

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.

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.

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.

III.   Proficiency Levels

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- Novice 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.
- Novice Mid: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- Novice High: 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.
- Intermediate Low: 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.
- Intermediate Mid: 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.
- Intermediate High: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- Advanced Low: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

IV.   Methods of Assessment

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.

- One-on-one assessment
- Group assessment
- Portfolio assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

Our language program encourages summative assessment that measures what students can do with the language. To this end, the department encourages the use of integrated performance assessments. The integrated performance assessment (IPA) is a cluster assessment featuring three modes of communication: interpretive, interpersonal, and presentational. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

● Authentic o Reflect tasks that individuals do in the world outside of the classroom

● Performance-based o Reflect how students USE the language and cultural knowledge in communicative tasks o Requires critical thinking skills: ▪ e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking

● Based on the 3 Modes of Communication o Interpretive, Interpersonal, Presentational

● Integrated o Integrates communication plus other goal areas of the standards

● Illustrate development progress according to ACTFL Performance Descriptors

● Blend in a seamless fashion with classroom instruction and experience

V.   Articulation/Scope & Sequence/Time Frame

This course is the first level in the sequence of the Spanish elementary school program. It is a full-year course in each grade K, 1, and 2.

VI.   Resources

Texts/Supplemental Reading/References

- Mango! https://mangolanguages.com/homeschool/
- Newsela
- Vista Listos! resources
- Various text and supplemental reading
- Speakers may be invited to address the classes on cultural topics.
- American Council on the Teaching of Foreign Languages, (2012) Standards for Foreign Language Learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
- Web-based review programs and games such as Kahoot & Quizlet
- New Jersey State Department of Education, (2020) World Language Curriculum Framework, Trenton, NJ.
- Library and internet resources
- Maps, DVD's, and other authentic resources

VII. Suggested Activities/Supplemental Activities

Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.

- Linguistic Activities
- Logical-mathematical
- Spatial Bodily-Kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist - Physical World
- Modeling utterances after the teacher, audio activities and singing
- answering questions
- Listening to the teacher and peers
- Listening and/or viewing authentic audio such as television, songs, radio, etc.
- SMART board activities
- Reading flashcards
- Reading authentic texts and readers
- Thematic units of study

VIII. Methodologies

The following practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities.

- Communicate- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Cultures- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Connections- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Comparisons- Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communities- Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Realizing that each student has a unique way of learning, it is important to vary teaching methods. Listed below are several different methods, which may be used in combination.

- Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- Natural Approach- A strategy that promotes communicative proficiency by providing real-world, authentic experiences and language experiences within meaningful contexts.
- Password/Language Ladders- A strategy in which students learn to speak sentences or phrases ("passwords") that are associated with desired activities.
- Gouin Series- A strategy in which students learn to use short sentences or phrases to describe a logical sequence of actions that take place in a specific context that is familiar to the student.
- Dialogue Journals- A strategy in which students use journals as a way to hold private conversations in the target language with the teacher. Dialogue journals are vehicles for sharing ideas and receiving feedback in the target language. The dialogue can be conducted by e-mail where it is available.
- Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response to physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher-level students.

- TPR Story-Telling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of story-telling. TPR Storytelling teaches students to use the vocabulary they have learned in the context of entertaining, content-rich stories. Language production goes beyond the imperative into the narrative and descriptive modes.
- Interviews- A strategy for gathering information and reporting.
- Cloze- Open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- Continuums- A strategy used to indicate the relationship among words or phrases.
- Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- Cultural Presentations- A strategy for creating an exhibit that is focused on aspects of the target culture.
- The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and compare culture concepts to their own lives.
- Read and Retell- An all-purpose strategy that involves students retelling a passage in the target language as they remember it.
- Literature, History and Storytelling- A strategy in which the culture and history of another country is brought to life through literature, folktales, and folk songs.
- Cooperative Learning- A strategy in which students work together in small groups to achieve a common goal, while communicating in the target language. Cooperative learning involves more than simply putting students into work or study groups. Teachers promote individual responsibility and positive group interdependence by making sure that each group member is responsible for a given task. Cooperative learning can be enhanced when group members have diverse abilities and backgrounds.
- Brainstorming- A strategy for eliciting ideas from a group and communicating them in the target language in oral or written form.
- Problem Solving- A learning strategy in which students apply knowledge to solve problems.
- Reflective Thinking- A strategy in which students reflect on what was learned after a lesson is finished, either orally or in written form.
- Field Experience- A planned learning experience for students to observe, study, and participate in expressions of the target culture (s) in a setting off the school grounds, using the community as a laboratory.
- Free Writing- A strategy for encouraging students to express ideas by writing in the target language.
- Free Reading- A strategy for encouraging students to read in the target language.

IX. Interdisciplinary Connections

As Spanish becomes an integral part of the curriculum, children will be able to add new dimensions to what they are already learning. Math, science, social studies, health, and career awareness are all woven into an interdisciplinary approach. Students will gain an insight that the study of Spanish offers much to their overall education.

Content-Based Topics

Art
- Draw with various media
- Cut and paste

Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions

Mathematics

- Sort objects in a variety of ways
- Recognize, develop pattern
- Reason, connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities

Music
- Explore differences between speaking and singing
- Sing songs in a limited range

Reading
- Identify words

Science
- Observe weather conditions

Social Studies
- Identify self by name and birthday
- Be introduced to other people and places

X.   Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

XI: 21st Century Integration & Learning Connections

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

XII. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504s, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:
Differentiation for Support (ELL, Special Education, Students at Risk, Students with 504s)

- Skill Scaffolding: reading, writing, speaking, listening comprehension
- Teacher Modeling
- Kinesthetic activities
- Musical activities
- Verbal Cues & Prompts
- Manipulatives
- Repetition
- Grouping
- Rephrasing
- Visual Learning
- Online resources

Instructional Adjustments		
Accommodations	**Modifications**	**Higher Level Differentiation**
• Preferential seating • Repeating/simplifying of directions • Ample use of visuals • Use of manipulatives • Strategic/flexible grouping and pairing • Clear visual, verbal and demonstrative modeling • Kinesthetic activities • Use of graphic organizers • Ample wait time • Frequent repetition • Student setting of personal growth goals • Breaking down assignments • Learning centers	• Sentence starters • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Require lists instead of sentences • Provide graphic organizers • Provide choices • Provide visuals	• Use compacting • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Use tiered assignments that are more complex or abstract • Allow time with like-intellectual peers • Use open-ended questioning strategies

XIII. Curriculum Map/Pacing Guide

Units	Time Period
All About Me	5-6 Weeks
School Days	5-6 Weeks
Home Sweet Home	5-6 Weeks
Food	5-6 Weeks
Celebrations	5-6 Weeks

Unit 1 – All About Me
Unit 1
5-6 Weeks

Unit 1 Overview
In this unit students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. Students explore their likes and dislikes as they understand how their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Essential Questions

- How can I better understand when I do not know everything I read and hear?
- How can I talk to someone in another language when I am just starting to learn it?
- How will help my classmates, my teacher and others understand me better?

Essential Learning Outcomes

- Students will explore that even though I don't know all the words that are written I can figure out the main idea by paying attention to titles, pictures and familiar expressions
- Students will discover that I can only talk about things that I have practiced saying. Using pictures, movement and acting words out can help my classmates, my teacher and others understand me.
- Students will be able to Listen for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

Standards Addressed

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Differentiation

- ➢ Modified Questions for Lower/Advanced Learners
- ➢ Frequent check ins/close proximity monitoring
- ➢ Creation of Anchor Charts for Extended Learning
- ➢ Modified Assessments

Assessments

- ➢ Discussion
- ➢ Oral Presentation
- ➢ Essay Writing
- ➢ Conversation Café'
- ➢ End of Unit Assessments
- ➢ Daily End of Class Exit Tickets

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Unit 2 – School Days
Unit 2
5-6 Weeks

Unit 2 Overview

Students use the target language in the three modes of communication to explore Greetings, Colors, Numbers the Alphabet, Months of the Year, Seasons, Classroom Life, Community, and Character. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Essential Questions

➢ How can I better understand when I do not know everything I read and hear?
➢ How can I talk to someone in another language when I am just starting to learn it?
➢ How will help my classmates, my teacher and others understand me better?

Essential Learning Outcomes

➢ Students will explore that even though I don't know all the words that are written I can figure out the main idea by paying attention to titles, pictures and familiar expressions
➢ Students will discover that I can only talk about things that I have practiced saying. Using pictures, movement and acting words out can help my classmates, my teacher and others understand me.
➢ Students will be able to Listen for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

Standards Addressed

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Differentiation

➢ Modified Questions for Lower/Advanced Learners
➢ Frequent check ins/close proximity monitoring
➢ Creation of Anchor Charts for Extended Learning
➢ Modified Assessments

Assessments

➢ Discussion
➢ Oral Presentation
➢ Essay Writing
➢ Conversation Café'
➢ End of Unit Assessments
➢ Daily End of Class Exit Tickets

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Unit 3 – Home Sweet Home
Unit 3
5-6 Weeks

Unit 3 Overview

Students use the target language in the three modes of communication to explore topics such as Family, the House, Character, and the Community. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Essential Questions

- How can I better understand when I do not know everything I read and hear?
- How can I talk to someone in another language when I am just starting to learn it?
- How will help my classmates, my teacher and others understand me better?

Essential Learning Outcomes

- Students will explore that even though I don't know all the words that are written I can figure out the main idea by paying attention to titles, pictures and familiar expressions
- Students will discover that I can only talk about things that I have practiced saying. Using pictures, movement and acting words out can help my classmates, my teacher and others understand me.
- Students will be able to Listen for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

Standards Addressed

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Differentiation

- ➢ Modified Questions for Lower/Advanced Learners
- ➢ Frequent check ins/close proximity monitoring
- ➢ Creation of Anchor Charts for Extended Learning
- ➢ Modified Assessments

Assessments

- ➢ Discussion
- ➢ Oral Presentation
- ➢ Essay Writing
- ➢ Conversation Café'
- ➢ End of Unit Assessments
- ➢ Daily End of Class Exit Tickets

21st Century Learning Connection

"21st century skills" are the skills that today's students will need to be successful in this ever-changing world. The most recognizable of these skills are the 4C's: communication, collaboration, critical thinking and creativity. However, 21st century skills also include social and emotional intelligence, technological literacy and problem solving abilities. These skills emphasize "application of knowledge" and go beyond rote memorization.

Unit 4 – Food
Unit 4
5-6 Weeks

Unit 4 Overview

Within this unit, students explore the world and other cultures through food! (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

In this unit students are learning about food products and practices in the Spanish-speaking world. During the first part of this unit students will be learning about some foods that come from the Spanish-speaking world, and exchanging information about food preferences.

Essential Questions

➢ How can I better understand when I do not know everything I read and hear?
➢ How can I talk to someone in another language when I am just starting to learn it?
➢ How will help my classmates, my teacher and others understand me better?

Essential Learning Outcomes

➢ Students will explore that even though I don't know all the words that are written I can figure out the main idea by paying attention to titles, pictures and familiar expressions
➢ Students will discover that I can only talk about things that I have practiced saying. Using pictures, movement and acting words out can help my classmates, my teacher and others understand me.
➢ Students will be able to Listen for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Technology Integration

8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

Standards Addressed

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Differentiation

- ➢ Modified Questions for Lower/Advanced Learners
- ➢ Frequent check ins/close proximity monitoring
- ➢ Creation of Anchor Charts for Extended Learning
- ➢ Modified Assessments

Assessments

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Unit 5 – Celebrations
Unit 5
5-6 Weeks

Unit 5 Overview
Students use the target language in the three modes of communication to explore holidays, cultural celebrations, and stories in the home and within the larger community. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Essential Questions

➢ How can I better understand when I do not know everything I read and hear?
➢ How can I talk to someone in another language when I am just starting to learn it?
➢ How will help my classmates, my teacher and others understand me better?

Essential Learning Outcomes

➢ Students will explore that even though I don't know all the words that are written I can figure out the main idea by paying attention to titles, pictures and familiar expressions
➢ Students will discover that I can only talk about things that I have practiced saying. Using pictures, movement and acting words out can help my classmates, my teacher and others understand me.
➢ Students will be able to Listen for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Technology Integration

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8.1.2.A.2	Create a document using a word processing application.
8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.2.A.5	Enter information into a spreadsheet and sort the information.

Standards Addressed

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
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