LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

World Language Curriculum

Kindergarten - Sixth Grade

Approved by the Roseland Board of Education

August 2025

CONTENTS

INTRODUCTION

World Languages in New Jersey
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.
(from the https://www.nj.gov/education/standards/worldlang/Index.shtml)

Intent and Spirit
The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. World Languages (NJSLS-WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets.

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; and
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

The Roseland School District World Language Curriculum encompasses the expectations under the New Jersey Student Learning Standards including those pertaining to culture and language acquisition.

Our primary goal of the curriculum is to assure students exiting the Roseland School District have common experiences with world language, are engaged and motivated in learning about culture and language, and are prepared for further work.

Structures of the NJSLS for World Language
(from the https://www.nj.gov/education/standards/worldlang/Index.shtml)

Unlike other content areas, the NJSLS for World Language are benchmarked by proficiency levels as well as Modes of Communication. Each proficiency level features the modes of communication, which represent the three core standards of World Languages. These Modes of Communication are:

**Interpretive Mode of Communication**:
students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Interpersonal Mode of Communication:
students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication: 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 web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

The NJSLS for World Language **proficiency levels** are sequentially organized as a continuum toward higher levels of proficiency. Each proficiency level benchmark includes grade bands: K-2, 3-5, and 6-8. The Roseland School District World Language program in grades K – 6 focuses on the earliest levels of familiarity with and exposure to language and culture. The curriculum is both
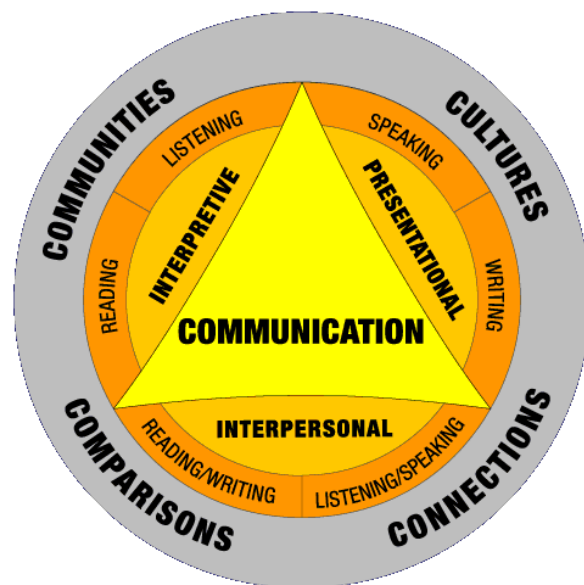
linguistic and cultural, and includes personal and social topics and concepts, as well as, ideas from other content areas.

Occurring through specific World Language instruction, all students are afforded the opportunity to explore a language at the novice/intermediate levels prior to entering grade 7. Each proficiency level is subdivided into low, mid, and high levels as well. The proficiency level expectations for grades K-6 range from Novice Low to Intermediate Mid.

- **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 (some students by the end of grade 6).
- **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 (some students by the end of grade 6).

THE ROLE OF GRAMMAR

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised New Jersey World Languages standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.

SCOPE and SEQUENCE

The Roseland World Language Curriculum (2020) is designed to build the foundation for our students. To ensure all students have a strong foundation, the scope and sequence will be revised every year, ultimately resulting in higher levels of mastery in the upper grades.

Our youngest students in Kindergarten will have age appropriate, pre-exposure to First Grade learning standards and content.

	September	October	November	December	January	February	March	April	May	June
First	Numbers 1-15	Day of the Dead (Calaveras)	Colors	Colors	Animals	Animals	Noun-Subj. Sequencing	Noun-Subj. Sequencing	Book Creation	Book Creation
Second	Numbers 1-20	Colors	Days	Nature	Fruit Masc./Fem.	Fruit Masc./Fem.	Food	Life Cycle	Cinco de Mayo (Flag)	Book Creation
Third	Colors	Numbers 1-31	Numbers 1-31	Days	Days	Carnaval	Months	Date	Date	Seasons
Fourth	Review Days & Months	Date	Numbers 1-100	Seasons & Weather	Weather	Clothing Masc./Fem.	Clothing Masc./Fem.	Sports & verb *gustar*	Sports & verb *gustar*	ABCs
Fifth	Numbers 1-1000	Community Places	Day of the Dead (Ofrendas)	House & Furniture	Family: Who & Where Phrases	School People & Places	School Objects & Masc./Fem.	Super-market & Food Groups	Zoo: Animals & Habitats	Restaurant Name & Dictionary Skills
Sixth	Hispanic Heritage	Numbers 1000+	Spanish Speaking Countries & Map Skills	Questions & Basic Verbs	Physical Char. & Passports	Climates / Weather	Clothing: Masc./Fem., colors, & Noun-Subj Seq.	Transporta-tion	Latino Foods & Gustar	Latino Landmarks & Basic Verbs
	Pumpkin Unit	Brown Bear	Caterpillar	Seasons	School Life	Community	Latino Countries	Independent	Calendar	Cultural

GRADE LEVEL CALENDARS (2022-23)

GRADE 1

Unit + Sub Unit	Key Standards	Month(s) of implementation
Pumpkin: Numbers 1-15	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3,4	September - October
Day of the Dead: Calaveras	7.1.NL.IPRET.1,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	October - November
Brown Bear: Colors	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	November - December
Brown Bear: Animals	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3,4	January - February
Brown Bear: Noun-Adjective Sequencing	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	March - April
Brown Bear: Book Creation	7.1.NL.IPRET.1,2,3,4; IPERS.2,3,4,5; PRSNT.1,2,3,4	May - June

Spanish/World Language Unit: Five Little Pumpkins

Grade Level(s): First Grade

Sub Unit: Numbers 1-15

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: I can count up to 15 in Spanish

**   I can recognize number words 1-15 in Spanish**

Time of Year: September - October

Approximate Number of Days: 6 Classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,4,5;PRSNT.1,3,4

Resources: Picture and word Flashcards, "15 Cookies" song, cookie manipulatives, counting worksheet, counting manipulatives, interactive Smartboard number recognition activity,

Assessments: counting stations chart and independent counting worksheet

Lessons

- Introduce unit theme with the "Five Little Pumpkins" (Cinco Calabazas) song.
- Present numbers 1-10 with pictorial flashcards and count the pictures on each card as a class.
- Introduce the number words 1-10 with flashcards and match to the pictorial flashcards.
- In small groups, count manipulatives at various stations and write number word on a chart from vocabulary list.
- Introduce the numbers 11-15 using cookie manipulatives and number word flashcards.
- Sing countdown song "15 Galletas" (cookies) as a class.
- Demonstrate number recognition with an interactive pictorial SMARTBoard activity.
- Independently complete a counting worksheet to demonstrate number recognition.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S) Benchmarks Alternative	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Day of the Dead

Grade Level(s): First

Overview of Unit (Big Ideas): Appreciation of cultural perspectives and how they are reflected in its social practices

Essential Learnings: I can discuss the holiday of Day of the Dead

I can discuss the tradition of a *Calavera*

Time of Year: October - November

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NL.IPRET.1,3,4;IPERS.1,2,4,5,6;PRSNT.1,3,4

Resources: *Day of the Dead* Book, vocabulary digital presentation, vocabulary puzzle sheets, *calavera* visual prompts, *calavera* puppet worksheet

Assessments: Recognition of vocabulary during puzzle completion

Lessons

- Read Book about the Mexican celebration of Day of the Dead
- Present vocabulary and recite/repeat using visual prompts on a digital presentation
- Discuss the importance of *calaveras* and compare them to American holiday traditions
- Create calavera puppets using worksheets and brown paper bags
- In table groups, complete matching and wordsearch puzzle packets

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 SS: 6.1.1.History.CC.2 SS: 6.1.1.Geo.GI.1 SS: 6.1.1.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use	CRP1. Act as a responsible and contributing citizen and employee CRP2.

	applications effectively and productively. 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.	Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Brown Bear, Brown Bear

Grade Level(s): First

Sub Unit: Colors

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can identify 10 colors in Spanish orally**

I can recognize 10 color words in Spanish

Time of Year: November - December

Approximate Number of Days: 6 Classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: <u>Brown Bear, Brown Bear</u> book, color square manipulatives and vocabulary flashcards, Candyland board game, interactive color recognition online activity, crayon coloring worksheet

Assessments: independent coloring worksheet

Lessons

- Present Unit theme by reading <u>Brown Bear</u> story to the class.
- Introduce sub unit theme with the colors found in the book.
- Present color names with digital presentation on monitor.
- Match vocabulary flashcards to color squares manipulatives on the board as a class.
- Play *Busca*, a game of oral recognition of colors.
- In small groups, match color manipulatives to vocabulary words.
- Play Candyland in teams.
- Demonstrate color recognition with an interactive online activity.
- Independently complete a color word recognition worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Animals

Overview of Unit (Big Ideas): Development of Communicative Properties

Essential Learnings: I can identify 9 animals in Spanish

Time of Year: January - February

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5;PRSNT.1,3,4

Resources: <u>Brown Bear, Brown Bear</u> book, picture and word flashcards for 9 animals, interactive SMARTBoard activity, matching worksheet

Assessments: independent completion of animal vocabulary matching worksheet

Lessons

- Present Unit theme by reading <u>Brown Bear</u> story to the class.
- Introduce and repeat animal names using pictures in the book.
- Match pictures and names using flashcards on the board as a class as well as in table groups.
- Re-read story collaboratively as a class.
- Match animal pictures to their name with interactive SMARTBoard activity.
- Independently match animal pictures to their names on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills

	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.	
Assessment	**[Integrated Accommodations & Modifications](#)**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Noun-Adjective Sequencing

Overview of Unit (Big Ideas): Development of Communicative Properties

Communicate in linguistically appropriate ways

Essential Learnings: **I can apply color and animal vocabulary**

I can use Spanish grammar correctly

Time of Year: March - April

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: <u>Brown Bear, Brown Bear</u> book, picture and word flashcards for colors and animals, Assorted color manipulatives of animals, interactive SMARTBoard activity, labeling worksheet

Assessments: independent completion of animal and color labeling worksheet

Lessons

- Match color squares and names using flashcards on the board as a class.
- Re-read <u>Brown Bear</u> story collaboratively as a class.
- Introduce grammar sequencing of animal -color names using pictures in the book.
- Identify grammatically correct animal-color phrases to pictures with interactive SMARTBoard activity.
- As a class, identify and sequence flashcards for assorted color pictures of animals on the board.
- Independently color and label animal pictures with wordbank on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use	CRP1. Act as a responsible and contributing citizen and employee CRP2.

	applications effectively and productively. 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.	Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Book creation

Overview of Unit (Big Ideas): Development of Communicative Properties

Communicate in linguistically appropriate ways

Essential Learnings: **I can apply color and animal vocabulary**

I can use Spanish grammar correctly

Time of Year: May - June

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.2,3,4,5;PRSNT.1,2,3,4

Resources: <u>Brown Bear, Brown Bear</u> book, Animal pictures, text pages from book, Fill-in story pages of book

Assessments: independent reading of authentic text, small group creation and presentation of student-version of story

Lessons

- Re-read <u>Brown Bear</u> story collaboratively as a class.
- Individually create their own copy of the book by coloring animal pictures using oral and written directions and pasting them on the create pages of text pages by reading authentic text.
- Practice reading the book in student pairs using student copy
- In small groups read the text aloud for assessment
- In small groups, create a new version of the story by labeling the animal and color section of the text and coloring the pictures.
- Collaboratively present the student-created story to the class.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

GRADE 2

Unit + Sub Units	Key Standards	Month(s) of implementation
Hungry Caterpillar: Numbers 1-20	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	September
Hungry Caterpillar: Colors	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5; PRSNT.1,3	October
Hungry Caterpillar: Days	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	November
Hungry Caterpillar: Nature	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3	December
Hungry Caterpillar: Fruit	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	January
Hungry Caterpillar: Masculine/Feminine Articles	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	January
Hungry Caterpillar: Food	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	February
Hungry Caterpillar: Life Cycle of the butterfly	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5; PRSNT.1,3	March
Hungry Caterpillar: Vowels and Consonant Spanish pronunciation	7.1.NL.IPRET.1,2,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	April
Cinco de Mayo	7.1.NL.IPRET.1,3; IPERS.4,5,6; PRSNT.4	May
Hungry Caterpillar: Book Creation & Presentation	7.1.NL.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,3,4	June

Spanish/World Language Unit: The Hungry Caterpillar

Grade Level(s): Second Grade

Sub Unit: Numbers 1-20

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can count up to 29 in Spanish**

I can recognize number words 1-20 in Spanish

Time of Year: September

Approximate Number of Days: 4 Classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: Picture and word Flashcards, "15 Cookies" song, cookie manipulatives, counting worksheet, counting manipulatives, interactive Smartboard number recognition activity,

Assessments: counting stations chart and independent counting worksheet

(pre/post, rubrics)

Lessons

- Present numbers 1-20 with video on SMARTBoard.
- Introduce the number words 1-20 with flashcards and match to the pictorial flashcards.
- In small groups, match number words to numerals using manipulatives
- In teams, orally identify numbers presented at random with a visual prompt
- Demonstrate number recognition with an interactive pictorial SMARTBoard activity.
- Independently complete a matching worksheet to demonstrate number recognition.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7	K-2 Understand and use technology systems.	CRP1.

Math: CC.A Math: MD.B.3	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Colors

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can identify 10 colors in Spanish orally**

I can recognize 10 color words in Spanish

Time of Year: October

Approximate Number of Days: 3 Classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: _Los Colores_ book, color square manipulatives and vocabulary flashcards, _La Oruga Muy Hambrienta_ (The Hungry Caterpillar) book, interactive color recognition online activity, color-by-number butterfly worksheet

Assessments: independent coloring worksheet

(pre/post, rubrics)

Lessons

- Introduce unit theme with the _Oruga_ book.
- Present color names with _Los Colores_ book.
- Match vocabulary flashcards to color squares manipulatives on the board as a class.
- Play _Busca_, a game of oral recognition of colors.
- In small groups, match color manipulatives to vocabulary words.
- Re-read the Oruga story and refer to the colors of the pictures within the book.
- Demonstrate color recognition with an interactive online activity.
- Independently complete a color-by-number recognition worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2	K-2 Understand and use technology systems.	CRP1.

ELA: W.1.7 Math: CC.A Math: MD.B.3	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**[Integrated Accommodations & Modifications](#)**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Days of the Week

Overview of Unit (Big Ideas):   Development of Communicative Competence

                Appreciation of cultural perspectives

Essential Learnings: **I can identify the days of the week in Spanish**

                I can sequence the days of the week in Spanish

                I can discuss the cultural differences between

                      American and Latino calendar sequencing

Time of Year: November

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5,6;PRSNT.1,3,4

Resources: *La Oruga Muy Hambrienta* (The Hungry Caterpillar) book, Days of the Week name strips, Days writing worksheet, Days song to "Frere Jacques", Cut-and-Paste sequencing activity worksheets

Assessments: Days writing worksheet and Sequencing activity

Lessons

- Re-read the Oruga story and refer to the days of the week vocabulary within the book.
- Present the days using name strips on the board.
- Introduce days song to practice the sequence.
- Practice sequencing the days as a class using name strips on the board and reinforce with song between each attempt.
- Practice writing the days in order on a worksheet.
- Discuss the differences between the starting of the week as used in American and Latino cultures.
- Sequence days name strips in small groups.
- Independently complete a cut-and-paste day sequencing worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Things in Nature

Overview of Unit (Big Ideas):   Development of Communicative Competence

Essential Learnings: I can identify 3 items in nature in Spanish

Time of Year: December

Approximate Number of Days: 3 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: _La Oruga Muy Hambrienta_ (The Hungry Caterpillar) book, Nature flashcards and name strips, Nature vocabulary matching worksheet, coloring pages of nature items, coloring key

Assessments: Matching worksheet

Lessons

- Re-read the Oruga story and refer to the nature vocabulary within the book.
- Introduce the 3 pictures and vocabulary words using manipulatives on the board
- Match the items as a class to practice.
- Independently match the items on a worksheet.
- Color the moon, leaf, and sun pages from book using a color key.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 8.1.2.A.3 Compare the common uses of at least two different	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills

Assessment	**Integrated Accommodations & Modifications**	**Career Education**
	digital applications and identify the advantages and disadvantages of using each.	
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Fruits

Overview of Unit (Big Ideas):   Development of Communicative Competence

Essential Learnings: I can identify 9 fruits in Spanish

Time of Year: January

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NL.IPRET.1,2,4;IPERS.1,2,4,5,6;PRSNT.1,3,4

Resources: _La Oruga Muy Hambrienta_ (The Hungry Caterpillar) book, Fruit flashcards and name strips, Fruit manipulatives, Fruit vocabulary writing and coloring worksheet, "_Las Frutas_" song and video by Patti Lozano, song lyric sheet, coloring pages of fruit, coloring key

Assessments: Small group matching of manipulatives, Writing and coloring worksheet

(pre/post, rubrics)

Lessons

- Co-Read the _Oruga_ story and refer to the fruit vocabulary within the book.
- Introduce the 9 fruit pictures and vocabulary words using manipulatives on the board
- Match the items as a class to practice.
- Introduce the song with the video
- Present the vocabulary in song and TPR movements with lyrics sheet
- Sing the song as a class with TPR.
- Co-Read the _Oruga_ story having students state the known vocabulary within the text.
- Match fruit vocabulary using manipulatives in small groups.
- Independently complete a writing and coloring worksheet using a color key.
- Color the items on a worksheet using a color to item key.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1	K-2 Understand and use technology systems.	CRP1.

ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.2	8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Masculine and Feminine Articles

Overview of Unit (Big Ideas):　　　Development of Communicative Competence

　　　　　　　　　　　　　　　　Communicate in linguistically appropriate ways

Essential Learnings:　　　**I can identify 4 words for "the" in Spanish**

　　　　　　　　　　　　I can discuss noun genders in Spanish languge

　　　　　　　　　　　　I can categorize the article "the" by gender and noun form

Time of Year: February

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,4,5,6;PRSNT.1,3,4

Resources: Fruit flashcards and name strips, article graphic organizer, "*Las Frutas*" song by Patti Lozano, song lyric sheet, interactive multiple-choice activity, article labeling worksheet

Assessments: article labeling worksheet

Lessons

- Match fruit vocabulary using manipulatives on the board as a class.
- Discuss the different words in front of each fruit name strip
- Introduce the 4 forms of the article "the" using a chart on the board.
- Copy the items onto a chart on a worksheet as a graphic organizer.
- Using fruit pictures, categorize the fruit by gender and noun form.
- Using song lyrics, refer to the use of the different articles within the song.
- Sing "*Las Frutas*" song as a class with TPR.
- In table groups, choose the correct article for each fruit vocabulary presented on and interactive digital activity.
- Independently complete a labeling worksheet of the correct article for each fruit vocabulary.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Food items

Overview of Unit (Big Ideas):   Development of Communicative Competence

                                    Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 10 food items in Spanish**

                        I can state food preferences using *gustar*

Time of Year: March

Approximate Number of Days: 6 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,4

Resources: *La Oruga Muy Hambrienta* (The Hungry Caterpillar) book, Food flashcards and name strips, Food interactive digital matching activity, Food vocabulary matching worksheet, coloring pages of food, coloring key posters

Assessments: Food vocabulary matching worksheet

Lessons

- Co-Read the *Oruga* story and refer to the food vocabulary within the book.
- Introduce the 10 food pictures and vocabulary words using manipulatives on the board
- Match the items as a class to practice.
- Color the items on a worksheet using a color key poster.
- Match food vocabulary using interactive digital activity.
- Independently complete a matching worksheet.
- Introduce the verb gustar and the me/te phrases using a digital presentation with visual prompts
- Students will respond to teacher question prompts to show food preferences orally as a class
- In pairs, ask and respond to questions of food preferences orally
- Co-Read the *Oruga* story having students state the known vocabulary within the text.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Life Cycle of the Butterfly

Overview of Unit (Big Ideas):   Development of Communicative Competence

Essential Learnings: **I can identify 4 stages of the life cycle of a**

butterfly in Spanish.

I can sequence 4 stages of the life cycle of a

butterfly.

Time of Year: April

Approximate Number of Days: 5 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,4,5;PRSNT.1,3

Resources: _La Oruga Muy Hambrienta_ (The Hungry Caterpillar) book, Life cycle non-fiction books, stages vocabulary flashcards and name strips, Slideshow pictures worksheet, green construction paper, slideshow script, coloring pages of two of the stages, coloring key

Assessments: Life Cycle Slideshow creation and presentation

(pre/post, rubrics)

Lessons

- Co-Read the _Oruga_ story and refer to the pictures of the 4 stages vocabulary within the book.
- Introduce the 4 vocabulary words using manipulatives on the board
- Match and sequence the items as a class to practice.
- Color the items on a worksheet using a color key poster.
- Match food vocabulary using interactive digital activity.
- Independently create a slideshow of the life cycle.
- Present the script phrases of the stages of the life cycle as a class.
- Practice presenting slideshows using scripts in pairs.
- Independently present a slideshow of the life cycle.
- Co-Read the _Oruga_ story having students state the known vocabulary within the text.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Cinco de Mayo

Grade Level(s): Second

Sub Unit: Mexican Flag

Overview of Unit (Big Ideas): Appreciation of cultural perspectives and how they are reflected in its social practices

Essential Learnings: I can discuss the holiday of Cinco de Mayo

I can identify and discuss the Mexican Flag

Time of Year: May

Approximate Number of Days: 3 classes

Link to Standards: 7.1.NL.IPRET.1,3;IPERS.4,5,6;PRSNT.4

Resources: *Cinco de Mayo* book, Celebrating Cinco de Mayo book, Mexican flag worksheet, Symbols and history of the Mexican flag read aloud sheet

Assessments: Completion of the Mexican Flag

(pre/post, rubrics)

Lessons

- Read books about the holiday
- Compare and Contrast to American holidays
- Color a copy of the Mexican flag following the color key presented in Spanish
- Read about the meanings behind the colors and symbol of the Mexican flag while students work independently

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 SS: 6.1.3.History.CC.2 SS: 6.1.3.Geo.GI.1 SS: 6.1.3.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Book Creation

Overview of Unit (Big Ideas):   Development of Communicative Competence

                                        Communicate in linguistically appropriate ways

Essential Learnings: **I can identify vocabulary within authentic text.**

                            I can apply pronunciation rules of Spanish language

                            I can recite known and unknown words in Spanish.

Time of Year: June

Approximate Number of Days: 3 classes

Link to Standards: 7.1.NL.IPRET.1,2,3,4;IPERS.1,2,4,5,6;PRSNT.1,3,4

Resources: _La Oruga Muy Hambrienta_ (The Hungry Caterpillar) book, Pronunciation graphic organizer, blank book cover, coloring pages of entire book, GBC bindings

Assessments: Book Cover creation and oral presentation of book

Lessons

- Co-Read the _Oruga_ story having students state the known vocabulary within the text.
- Create cover following textual directions independently.
- Color any incomplete coloring pages independently.
- Practice presenting book as a class to refresh recognition of past vocabulary, discuss repetive phrases, and identify difficult pronunciations.
- Practice presenting books in pairs.
- In small groups, present book to teacher as an assessment.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2-2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

GRADE 3

Unit + Sub Units	Key Standards	Month(s) of implementation
Colors	7.1.NM.IPRET.1,2,4,5; IPERS.1,3,4,5; PRSNT.1,2,3,4	September
Calendar: Numbers 1-31	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,3,4	October - November
Calendar: Days & Yesterday, Today, & Tomorrow	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,3,4,5	December - January
Carnaval	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4	February
Calendar: Months	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,3,4,5,6; PRSNT.1,3,4,5	March
Calendar: the Date	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5; PRSNT.1,2,4,6	April - May
Seasons: Weather	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	June

Spanish/World Language Unit: Colors

Grade Level(s): Third Grade

Sub Unit: Colors

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: I can identify 12 colors in Spanish

Time of Year: September

Approximate Number of Days: 3 classes

Link to Standards: 7.1.NM.IPRET.1,2,4,5;IPERS.1,3,4,5;PRSNT.1,2,3,4

Resources: color square manipulatives and vocabulary flashcards, interactive color recognition online activity, dancing crayon coloring worksheet

Assessments: independent coloring worksheet

Lessons

- Match vocabulary flashcards to color squares manipulatives on the board as a class.
- Play *Busca*, a game of oral recognition of colors.
- In small groups, match color manipulatives to vocabulary words.
- Independently complete a color word recognition worksheet.
- Demonstrate color recognition with an interactive online activity.
- Independently create a color resource for the students' interactive notebooks.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use	CRP1. Act as a responsible and contributing citizen and employee CRP2.

	applications effectively and productively. 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.	Apply appropriate academic and technical skills
Assessment	**[Integrated Accommodations & Modifications](#)**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Calendar

Grade Level(s): Third Grade

Sub Unit: Numbers 1-31

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: I can count up to 31 in Spanish

I can recognize and write number words 1-31 in Spanish

Time of Year: October - November

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,3,4

Resources: Numeral and Number word Flashcards, Number word manipulatives, TPR counting song, dice, dice activity worksheet, interactive Smartboard number recognition activity, number identification worksheet, lined paper

Assessments: dice activity worksheet and spelling test

Lessons

- Introduce numbers orally with numeral flashcards
- Present number words and match as a class
- Sequence number words in table groups using manipulatives
- Introduce and Sing TPR counting song with movements
- Identify the appropriate number word during a pictorial number recognition activity on the smartboard
- In pairs, complete an activity worksheet to write the sum of the numbers on dice
- Independently write the numbers three times
- Independently spell 10 random number words during a spelling test

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Calendar

Grade Level(s): Third Grade

Sub Unit: Days of the Week

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify and sequence days of the week**

I can create phrases to describe the sequence of days in relation to the calendar

I can discuss the cultural differences between American and Latino calendar grammar and sequencing

I can apply calendar vocabulary to create phrases to identify the days on a calendar for yesterday, today, and tomorrow

Time of Year: December - January

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,2,4,5,6;PRSNT.1,3,4,5

Resources: Days of the Week name strips, Days writing worksheet, Days song to "Frere Jacques", Yesterday/Today/Tomorrow phrase strips, day sequencing chart, day sequencing worksheets, days sequencing chart

Assessments: Days writing and sequencing worksheet, and days sequencing chart (pre/post, rubrics)

Lessons

- Review the days using name strips on the board.
- Practice days song to practice the sequence.
- Practice sequencing the days as a class using name strips on the board and reinforce with song.

- Independently sequence the days in order on a worksheet.
- Discuss the differences between the starting of the week as used in American and Latino cultures.
- Sequence days name strips in small groups.
- Introduce the vocabulary for yesterday, today, and tomorrow with visuals.
- As a class, practice completing the phrases with the correct day using manipulatives on the board.
- Independently create a days of the week wheel in INB.
- In pairs complete a chart to show the correct days for yesterday, today, and tomorrow.
- Independently complete days of the week phrases on a worksheet with a wordbank.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Carnaval

Grade Level(s): Third

Overview of Unit (Big Ideas): Appreciation of cultural perspectives and how they are reflected in its social practices

Essential Learnings: **I can discuss the history of Carnaval**

I can compare and discuss the traditions of the Dominican Republic and Puerto Rico

Time of Year: February - March

Approximate Number of Days: 6 classes

Link to Standards: 7.1.NL.IPRET.1,3;IPERS.4,5,6;PRSNT.4

Resources: PowerPoint Presentation, photos of actual traditional costumes, realia, videos of the celebrations, oaktag, paint, egg cartons, tracers for mask creation

Assessments: Completion of the mask in traditional designs

(pre/post, rubrics)

Lessons

- Presentation of the history of the holiday and introduction to the traditions in the Dominican Republic
- Compare and Contrast to traditions in Puerto Rico
- Create a paper version of the traditional Diablo Cojuelo mask
- Celebrate the holiday with a parade of their masks with traditional music and bells

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 SS: 6.1.3.History.CC.2 SS: 6.1.3.Geo.GI.1 SS: 6.1.3.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and	CRP1. Act as a responsible and contributing citizen and employee

	explain its purpose. Select and use applications effectively and productively. 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.	CRP2. Apply appropriate academic and technical skills
Assessment	**[Integrated Accommodations & Modifications](#)**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Calendar

Grade Level(s): Third Grade

Sub Unit: Months

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify and sequence months of the year**

I can discuss the cultural differences between American and Latino calendar grammar

I can identify and sequence months of the year

Time of Year: March

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,3,4,5,6;PRSNT.1,3,4,5

Resources: month sequencing worksheets, month name strips, months song video, months to picture matching worksheet, month and picture flaps for INB

Assessments: Months writing and sequencing worksheet, months to picture matching worksheet, Month and picture flaps for INB

Lessons

- Introduce the months of the year using visual prompts.
- Practice sequencing as a class using manipulatives.
- Review months of the year using video of a song.
- Practice sequencing in table groups using mini manipulatives.
- Independently practice sequencing the months of the year on a worksheet.
- Practice the months using visual prompts to identify.
- In table groups, practice matching the months to pictures with mini manipulatives.
- Independently create months and picture flaps in INB.
- Independently complete a cut and paste worksheet to identify months by pictures.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.3.Geo.GI.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Calendar

Grade Level(s): Third Grade

Sub Unit: the Date

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify and sequence months of the year**

I can discuss the cultural differences between American and Latino calendar grammar and sequencing

I can apply calendar vocabulary to create phrases to describe the date of days on a calendar

Time of Year: April - May

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,2,4,5;PRSNT.1,2,4,6

Resources: month name strips, digital presentation of the date, the date phrase strip, holiday pictorial prompt digital activity, random calendar dates digital activity, write the date from a calendar worksheet

Assessments: Write the date in table groups, write the date worksheet

Lessons

- Introduce the sequencing of the date and compare it to American sequencing.
- Compare the short and complete versions of the date.
- As a class practice writing the date of one's own birthday and saying it in table groups.
- Practice writing the short date of American holidays as presented digitally.
- In table groups, practice writing the short date of random calendars as presented digitally.
- Independently write the short date of a day on random calendars on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Seasons

Grade Level(s): Third Grade

Sub Unit: Weather

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 9 weather phrases**

I can respond to questions about weather

Time of Year: May - June

Approximate Number of Days: 5 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,4,5,6;PRSNT.1,2,3,4,5

Resources: weather pictures and flashcards for board, weather mini-manipulatives, weather writing worksheet, *"Qué Tiempo Hace Hoy*?" song by Patti Lozano, song lyric sheet, weather labeling worksheet, lined paper

Assessments: manipulative matching activity, labeling worksheet, spelling test

Lessons

- Introduce the seasons and categorize the months by season using visual prompts.
- In table groups, practice categorizing the months by season.
- Introduce weather phrases related to the seasons using flashcards and word strips.
- Practice matching phrases to pictures and introduce TPR movements for each phrase.
- Review phrases and days of the week with the song "Qué tiempo hace hoy?"
- In table groups, match pictures to phrases on a worksheet.
- Independently write the vocabulary for the weather phrases on a worksheet.
- Sing the song using TPR movements to reinforce vocabulary.
- In table groups, match pictures to phrases using mini-manipulatives.
- Independently label weather pictures on a worksheet with a word bank.
- Independently write the weather vocabulary from oral recognition during a spelling test.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

GRADE 4

Unit + Sub Units	Key Standards	Month(s) of implementation
Calendar: Days & Months	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,3,4,5,6; PRSNT.1,3,4,5	September
Calendar: the Date	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5; PRSNT.1,2,4,6	October
Numbers 1-100	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,3,4,5	November
Seasons: Weather	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	December - January
Seasons: Clothing & Masculine/Feminine Articles	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5,6; PRSNT.1,2,3,4,5	February - March
Seasons: Sports & Activities	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5,6; PRSNT.1,4,5,6	April - May
School Life: Alphabet	7.1.NM.IPRET.1,3,4,5; IPERS.1,2,4,5; PRSNT.1,3,4,5,6	June

Spanish/World Language Unit: Calendar

Grade Level(s): Fourth Grade

Sub Unit: Days of the Week & Months of the Year

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify and sequence days of the week and**

months of the year

I can discuss the cultural differences between American and Latino calendar grammar and sequencing

I can apply calendar vocabulary to create phrases to identify the days on a calendar for yesterday, today, and tomorrow

Time of Year: September

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,2,4,5,6;PRSNT.1,3,4,5

Resources: Days of the Week name strips, Days & months song videos, Yesterday/Today/Tomorrow phrase strips, day sequencing interactive resource, white boards, expo markers, felt erasers, digital matching and sequencing activities

Assessments: Completion of daily calendar activity

Lessons

- Review the days using digital presentation.
- Watch days song video to practice the sequence.
- Practice sequencing the days as a class using interactive digital activities.
- Discuss the differences between the starting of the week as used in American and Latino cultures.

- Review the vocabulary for yesterday, today, and tomorrow with visuals.
- As a class, practice completing the phrases with the correct day using visual prompts on the board and the interactive resource in the INB.
- Independently write the responses to the daily calendar questions.
- Review months of the year song with video.
- Practice sequencing the months as a class using interactive digital activities.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Calendar

Grade Level(s): Fourth Grade

Sub Unit: the Date

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify and sequence months of the year**

I can discuss the cultural differences between American and Latino calendar grammar and sequencing

I can apply calendar vocabulary to create phrases to describe the date of days on a calendar

Time of Year: October

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,2,4,5;PRSNT.1,2,4,6

Resources: month name strips, digital presentation of the date, the date phrase strip, holiday pictorial prompt digital activity, random calendar dates digital activity, write the date from a calendar worksheet

Assessments: Write the date in table groups, write the date worksheet

Lessons

- Review the sequencing of the date and compare it to American sequencing.
- Compare the short and complete versions of the date.
- As a class, practice writing the short date of American holidays as presented digitally.
- In table groups, practice writing the short date of random calendars as presented digitally.
- Independently write the short date for the day during daily calendar activity.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1￼ELA: W.1.2￼ELA: W.1.7￼Math: CC.A￼Math: MD.B.3	K-2 Understand and use technology systems.￼￼8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively.￼￼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.	CRP1.￼Act as a responsible and contributing citizen and employee￼￼CRP2.￼Apply appropriate academic and technical skills
Assessment	**[Integrated Accommodations & Modifications](#)**	**Career Education**
Formative, Summative, Benchmark, Alternative￼￼Teacher observations (F)￼Class discussions (F)￼Class participation (F)￼Classwork (F/S)￼Exit Slip (F/S)￼Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4￼Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Numbers 1-100

Grade Level(s): Fourth Grade

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can identify and sequence numbers 1-100**

I can count up to 100 in Spanish

I can recognize and write number words 1-100 in

Spanish

Time of Year: November

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,3,4,5

Resources: Digital Flashcards, numbers song videos, tens numbers digital presentation, dice, dice activity worksheet, interactive Smartboard number recognition activity, number recognition worksheet, whiteboards, expo markers, felt erasers

Assessments: dice activity worksheet, number recognition worksheet, oral recognition activity

Lessons

- Review numbers 1-31 with *Cuenta* video.
- Practice matching number words to numerals with digital flashcard games.
- Introduce the tens 10-100 with a digital presentation.
- Independently practice writing the tens 10-100 to create vocab sheets for INB.
- Review the number words 1-31 with a digital presentation.
- Introduce the format for writing numbers 31-99 and compare to the numbers 16-29.
- Practice counting 1-100 as a class during an oral counting game of Bizz-Buzz.
- Identify the appropriate numeral or number word during a visual prompt number recognition activity on the smartboard.
- In pairs, complete an activity worksheet to write the 2-digit numbers rolled on dice.
- Independently wrote the numeral of the number stated during an oral recognition team activity.
- Independently identify the numbers on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Seasons

Grade Level(s): Fourth Grade

Sub Unit: Weather

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 9 weather phrases**

I can respond to questions about weather

Time of Year: December - January

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,4,5,6;PRSNT.1,2,3,4,5

Resources: weather pictures and flashcards for board, weather mini-manipulatives, weather writing worksheet, "*Qué Tiempo Hace Hoy*?" song by Patti Lozano, song lyric sheet, weather labeling worksheet, lined paper

Assessments: manipulative matching activity, labeling worksheet, spelling test

Lessons

- Introduce the seasons and categorize the months by season using visual prompts.
- In table groups, practice categorizing the months by season.
- Introduce weather phrases related to the seasons using flashcards and word strips.
- Practice matching phrases to pictures and introduce TPR movements for each phrase.
- Review phrases and days of the week with the song "Qué tiempo hace hoy?"
- In table groups, match pictures to phrases on a worksheet.
- Independently write the vocabulary for the weather phrases on a worksheet.
- Sing the song using TPR movements to reinforce vocabulary.
- In table groups, match pictures to phrases using mini-manipulatives.
- Independently label weather pictures on a worksheet with a word bank.
- Independently write the weather vocabulary from oral recognition during a spelling test.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Seasons

Grade Level(s): Fourth Grade

Sub Unit: Clothing and gender articles

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 14 articles of clothing in Spanish**

I can categorize clothing by season

I can identify and apply articles by gender and

noun form

Time of Year: February - March

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5,6;PRSNT.1,2,3,4,5

Resources: clothing vocabulary digital presentation, clothing pictures and flashcards for board, clothing mini-manipulatives, clothing matching worksheet, clothing categorizing worksheet by season, bagful of duplicate articles of clothing

Assessments: clothing matching worksheet, manipulative matching activity, categorizing worksheet, oral recognition of clothing

Lessons

- Brainstorm and introduce clothing vocabulary related to each season as a class.
- Students create hand drawn vocab sheets by season.
- Students match clothing words to pictures using manipulatives.
- Independently complete matching worksheet of pictures of clothing vocabulary.
- Students categorize clothing by season with interactive digital activity on the SMARTboard.
- Independently complete categorizing worksheet of clothing by season.
- Oral name articles of clothing during a team competition game.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Seasons

Grade Level(s): Fourth Grade

Sub Unit: Sports and Activities

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can identify 8 sports in Spanish**

                                                I can use the verb *gustar* to show preference

Time of Year: April - May

Approximate Number of Days: 8 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5,6;PRSNT.1,4,5,6

Resources: video of sport vocabulary, sports vocabulary digital presentation, pictures and flashcards for board, sports labeling worksheet, sport name strips for charades, digital presentation of the verb *gustar*, survey worksheet, preference statement worksheet

Assessments: labeling worksheet, written preference statements

Lessons

- Watch a video to introduce a variety of sports and activity vocabulary.
- Present vocabulary for 8 sports played during each season of the year.
- Practice matching vocabulary to pictures using manipulatives
- Independently complete a labeling worksheet for Interactive Notebook.
- Demonstrate vocabulary identification by participating in a game of charades.
- Introduce the verb phrases *me gusta* an *no me gusta* with visuals on the SMARTbaord.
- Introduce the question phrase *te gusta* with graphic organizers, then ask the students orally if they like a sport and have them answer using the me gusta/no me *gusta* phrase.
- Practice asking and answering orally sports preferences using the *gustar* phrases while completing a survey worksheet.
- Independently write the sports you like and dislike in a complete sentence using the verb *gustar*.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

GRADE 5

Unit + Sub Units	Key Standards	Month(s) of implementation
Numbers 1-1000	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,3,4,5	September
Community: Places and the verb *Tiene*	7.1.NM.IPRET.1,3,4,5; IPERS.1,3,4,5; PRSNT.1,2,4,5	October
Day of the Dead: Ofrendas	7.1.NM.IPRET.1,2,3,4; IPERS.1,4,5; PRSNT.1,4,5,6	November
Community: Parts of the House Where Phrases	7.1.NM.IPRET.1,2,3,4; IPERS.1,2,4,5,6; PRSNT.1,2,4,6	December
Community: Family	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,2,3,4,5,6	January
Community: School People & Places	7.1.NM.IPRET.1,2,3,5; IPERS.1,4,5; PRSNT.1,3,4,5	February
Community: School Who & Where Phrases	7.1.NM.IPRET.1,2,3,4,5; IPERS.1,2,4,5,6; PRSNT.1,2,4,5	February
Community: Classroom Objects, Masculine/Feminine Articles, & Verb *Tener*	7.1.NM.IPRET.1,2,3; IPERS.1,2,4,5,6; PRSNT.1,2,3,4,5	March
Community: Supermarket	7.1.NM.IPRET.1,2,3,4; IPERS.1,3,4,5; PRSNT.1,2,4,6	April
Community: Animals & Habitats in the Zoo	7.1.NM.IPRET.1,2,3; IPERS.1,2,4,5,6; PRSNT.1,2,3,4,5	May
Community: Restaurant	7.1.NM.IPRET.1,2,5; IPERS.1,2,4,5; PRSNT.1,2,4,5,6	June

Spanish/World Language Unit: Numbers 1-1000

Grade Level(s): Fifth Grade

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: **I can identify and sequence numbers 1-1000**

I can state numbers up to 1000 in Spanish

I can recognize and write number words 1-1000

in Spanish

Time of Year: September

Approximate Number of Days: 6 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,3,4,5

Resources: 10s and 100s vocab sheets, video of counting song, dice, dice activity worksheet, interactive Smartboard number recognition activity, whiteboards, expo markers, felt erasers, lined paper, 3 digit number test

Assessments: dice activity worksheet, number recognition worksheet, oral recognition activity, listening, reading, & writing test

Lessons

- Review numbers 1-31 with *Cuenta* video.
- Practice writing number words in small groups using resources in INB from visual prompts.
- Review tens and introduce the hundreds 100-1000 with a video song.
- Independently create a vocab resource for INB by writing the hundreds 100-1000.
- Review the number words 100-1000 with a digital presentation.
- Introduce the format for writing numbers 1-1000.
- Practice writing 3 digit numbers in small groups from hispanic facts presented visually.
- Identify the appropriate numeral or number word during a visual prompt number recognition activity on the smartboard.
- In pairs, complete an activity worksheet to write the 3-digit numbers rolled on dice.
- In pairs practice stating, listening, and writing 3 digit numbers using INBs as a resource.
- Independently identify 3 digit numbers on a worksheet using listening, reading, and writing activities.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Community

Grade Level(s): Fifth Grade

Sub Unit: Community Places

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 12 places in the community**

I can categorize things found in each place

I can use the verb *tiene* in a complete sentence

Time of Year: October

Approximate Number of Days: 5 classes

Link to Standards: 7.1.NM.IPRET.1,3,4,5;IPERS.1,3,4,5;PRSNT.1,2,4,5

Resources: digital presentation of vocabulary, Picture and name flashcards of community places, digital visual prompt activity, whiteboards, markers, felt erasers, fill-in the blank to complete phrases worksheet

Assessments: independent completion of fill-in phrase worksheet (pre/post, rubrics)

Lessons

- Introduce topic with a discussion of important places in a community.
- Using picture prompts on a digital presentation introduce 12 places.
- Practice matching as a class using flashcards.
- Present the verb *tiene* to connect places and things you find in each place.
- Oral Q/A to identify the places you would go to find things with visual cues on board.
- Practice completing the phrase in table groups with a digital visual prompt activity.
- Independently fill-in vocabulary to complete the phrase on a worksheet with a wordbank.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:

ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Day of the Dead

Grade Level(s): Fifth

Overview of Unit (Big Ideas): Appreciation of cultural perspectives and how they are reflected in its social practices

Essential Learnings: I can discuss the holiday of Day of the Dead and

compare to American holidays

I can discuss the tradition of an *Ofrenda*

Time of Year: November

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,4,5,6

Resources: Day of the Dead video, digital presentation, project examples, project directions and scoring sheets

Assessments: *Ofrenda* project creation

Lessons

- Present history and pictures of the holiday in a digital presentation
- Watch video about the holiday
- Discuss the customs of the holiday and compare them to American holiday traditions
- Present project and vocabulary in a digital presentation
- Individually research a famous hispanic american who has passed away
- Create ofrendas at home and present them to the class
- View projects during a gallery walk

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:

ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 SS: 6.1.5.History.CC.2 SS: 6.1.5.Geo.GI.1 SS: 6.1.5.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Parts of the House

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 4 parts of the house**

I can identify 8 pieces of furniture

I can ask and respond to where questions in

complete sentences

Time of Year: December

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,2,4,5,6;PRSNT.1,2,4,6

Resources: video of vocabulary, digital presentation of vocabulary, picture and name flashcards of rooms and furniture, picture and name mini-manipulatives of rooms and furniture, graphic organizer of question and response of where, labeling room and furniture worksheet, digital visual prompt activity, whiteboards, markers, felt erasers, write response worksheet with visual prompt

Assessments: labeling room and furniture worksheet, small group response on whiteboards, write response worksheet with visual prompt

Lessons

- Introduce topic with a video of vocabulary.
- Using a digital presentation, present vocabulary on the monitor.
- Practice matching vocabulary with flashcards as a class.
- In table groups, practice matching vocabulary with mini-manipulatives.
- Organize and label a cut-n-paste worksheet of vocabulary.
- Introduce the question word *donde* with a visual prompt.
- Complete graphic organizer of question and response grammatical sequence for *Donde*.
- Utilize graphic organizer to answer where questions about furniture and family members.
- Independently write responses to where questions on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Family Members

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 10 family members**

I can ask and respond to questions of familial

relations within a family

Time of Year: January

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4,5;IPERS.1,2,4,5,6;PRSNT.1,2,3,4,5,6

Resources: Digital presentation of family members, interactive digital matching activity, family manipulatives for small groups, family tree vocabulary sheet, digital question and response activity, whiteboards, markers, felt erasers, worksheet

Assessments: small group response on whiteboards, independent completion of worksheet

Lessons

- Using the family from the movie Coco, introduce family vocabulary in relation to the main character Miguel using a digital presentation.
- Introduce who questions
- Label a family tree vocabulary sheet
- Orally respond to random questions about family relations.
- In table groups, match family members pictures and names
- Independently organize and label a family tree on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: School People and Places

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify school people and places**

I can ask and answer who & where questions

Time of Year: February

Approximate Number of Days: 5 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,5;IPERS.1,4,5;PRSNT.1,3,4,5

Resources: Picture and name flashcards of people and parts of the school, digital categorizing activity, whiteboards, markers, felt erasers, fill-in the blank to complete phrases worksheet, scavenger hunt clues and prizes

Assessments: independent completion of categorizing and fill-in phrase worksheets and group achievement of scavenger hunt

Lessons

- Introduce topic with a video of vocabulary.
- Using picture prompts and name strips introduce school people and places.
- Create vocabulary sheets as resources for their interactive notebooks.
- Practice matching as a class using flashcards.
- Practice vocabulary independently using digital flashcards and activities on Quizlet.
- Identify and categorize people and places with interactive digital activities on the monitor.
- In small groups, categorize people and places vocabulary with cut-n-paste worksheet.
- Review "where" questions and the response phrase "está en" to connect people and places.
- Introduce "who" questions and the response phrase "está en" to connect people and places.
- Practice asking and responding using the complete phrase orally in table groups.
- Independently complete who and where questions with picture prompts on Google Classroom.
- In teams, complete a scavenger hunt with clues of people and places.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.D	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Classroom Objects

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify school objects**

I can identify and apply six articles

I can compare noun genders and plurality

Time of Year: March

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NM.IPRET.1,2,3;IPERS.1,2,4,5,6;PRSNT.1,2,3,4,5

Resources: video of vocabulary, picture and name flashcards of class objects, picture and name mini-manipulatives of class objects, classroom labels, graphic organizer of noun gender and plurality for articles, labeling class objects worksheet, digital visual prompt activity, whiteboards, markers, felt erasers, fill-in article worksheet

Assessments: labeling class objects worksheet, small group response on whiteboards, fill-in article worksheet

(pre/post, rubrics)

Lessons

- Introduce topic with a video of vocabulary.
- Using flashcards, present vocabulary on the board.
- Practice matching vocabulary with flashcards as a class.
- In table groups, practice matching vocabulary with mini-manipulatives.
- Find and label an object in the classroom from a name strip chosen at random.
- Introduce the concept of noun genders and explain context clues to help determine gender.
- Complete graphic organizers of the articles the and a/an based upon gender and plurality.
- Apply articles to objects as a class with digital visual prompts.
- Independently fill-in the correct article for each class object on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Food Groups (Supermarket)

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 5 food groups**

I can identify 45 food items

I can categorize food items by group

Time of Year: April

Approximate Number of Days: 10 classes

Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,3,4,5;PRSNT.1,2,4,6

Resources: Slides presentation of food groups, food realia, 5 supermarket centers with interactive activities and worksheets, digital visual prompt activity, whiteboards, markers, felt erasers, vocabulary sheets, supermarket flyers, chart worksheet

Assessments: small group response on whiteboards, vocabulary sheets, and categorizing and labeling activity with supermarket flyers

Lessons:

- Introduce the food groups using visual aids on the Smartboard
- Identify examples orally and written on the whiteboards in groups for each food group.
- Identify the group that a food belongs to with visual prompt on SmartBoard with wordbank on whiteboards in small groups.
- Using TPR, categorize food realia by group during a game of 5 Esquinas (variation of 4 corners)
- Create vocabulary sheets of food items by categorizing food realia by group and writing the name in Spanish next to its picture on the vocabulary sheets.
- Practice identifying vocabulary during games of pictionary in small groups
- Complete centers to practice vocabulary in small groups.
- Complete a categorizing chart of food groups by finding and cutting examples of food from supermarket flyers, pasting them in their group, and labeling pictures using vocab sheets as summative assessment

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Animals & Habitats (Zoo)

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 10 wild animals**

I can identify 4 common habitats

I can categorize animals by their habitats

Time of Year: May

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NM.IPRET.1,2,3;IPERS.1,2,4,5,6;PRSNT.1,2,3,4,5

Resources: video of vocabulary, picture and name flashcards of animals & habitats, picture and name mini-manipulatives of animals & habitats, labeling animals worksheet, digital visual prompt activity, whiteboards, markers, felt erasers, categorizing by habitats worksheet

Assessments: labeling animals worksheet, small group response on whiteboards, categorizing worksheet

(pre/post, rubrics)

Lessons

- Introduce topic with a video of vocabulary.
- Using digital presentation, present vocabulary on the board.
- Practice matching vocabulary with flashcards as a class.
- In table groups, practice matching vocabulary with mini-manipulatives.
- In table groups verbally identify animals drawn during a game of pictionary
- Introduce habitats with a digital presentation
- As a class, categorize animals by their habitats on an interactive digital activity.
- Using manipulatives, categorize animals by habitats in small groups.
- Independently categorize animals by habitats on a worksheet with a word bank.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.Geo.GI.1 Science: ESS2.1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Restaurant

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings:　　**I can sequence parts of speech grammatically correct in Spanish**

I can use a Spanish-English dictionary to translate unknown vocabulary using the appropriate part of speech

Time of Year: June

Approximate Number of Days: 7 classes

Link to Standards: 7.1.NM.IPRET.1,2,5;IPERS.1,2,4,5;PRSNT.1,2,4,5,6

Resources: Grammatical sequencing graphic organizer, digital presentation of grammatical sequencing, digital activity of well-known restaurant chains, dictionaries, white boards, markers, felt erasers, restaurant names worksheet

Assessments: group and independent activity to translate restaurant names

(pre/post, rubrics)

Lessons

- Introduce the appropriate sequence of 3 parts of speech: articles, nouns, and adjectives.
- Discuss and practice the use of a Spanish-English dictionary to identify unknown words.
- Using graphic organizers and dictionaries, work in table teams to translate popular restaurant names as presented digitally.
- Using graphic organizers and dictionaries, independently translate popular restaurant names on a worksheet.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.5.Geo.PPI.1 SS: 6.1.5.History.CC.2 SS: 6.1.5.Geo.GI.1 SS: 6.1.5.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

GRADE 6

Unit + Sub Units	Key Standards	Month(s) of implementation
Hispanic Heritage	7.1.NH.IPRET.1,2,3,7,8; IPERS.1,2,3,4,6; PRSNT.1,2,3,5,6	September
Numbers 1-1000	7.1.NH.IPRET.1,2,3,4,5,6; IPERS.1,2,3,4; PRSNT.1,2,3,6	October
Latino Culture: Spanish Speaking Countries & Map Skills	7.1.NH.IPRET.1,3,4,5,6,7; IPERS.1,2,4,5,6; PRSNT.1,2,3,5.6	November
Questions	7.1.NH.IPRET.1,2,3,4,5,6,7; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4,5,6	December
Latino Culture: Physical Characteristics, Verbs *Tener & Ser*, & Passports	7.1.NH.IPRET.1,2,3,4,5,6,7; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	January
Latino Culture: Climates & Weather	7.1.NH.IPRET.1,2,3,4,5,7; IPERS.1,2,4,6; PRSNT.1,2,3,5,6	February
Latino Culture: Clothing (Masculine/Feminine articles, colors, & Noun-Adjective Sequencing)	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	March
Latino Culture: Transportation	7.1.NH.IPRET.1,2,3,5,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,5,6	April
Latino Culture: Latino Foods & Verb *Gustar*	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,5,6; PRSNT.1,2,3,4,5,6	May
Latino Culture: LatinoLandmarks & basic Verbs	7.1.NH.IPRET.1,2,3,4,5,6,7,8; IPERS.1,2,3,4,6; PRSNT.1,2,3,4,5,6	June

Spanish/World Language Unit: Hispanic Heritage

Grade Level(s): Sixth

Overview of Unit (Big Ideas): Appreciation of cultural perspectives and how they are reflected in its social practices

Essential Learnings: I can discuss the month long celebration of

Hispanic Heritage

I can discuss influential Hispanics

Time of Year: September

Approximate Number of Days: 4 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,4,5,6

Resources: Hispanic Heritage video, digital presentation of important Hispanic Americans, matching manipulatives of influential hispanics, labeling worksheet

Assessments: Famous Hispanics Activity

Lessons

● Watch video about Hispanic Heritage Month
● Present influential Hispanic Americans in a digital presentation
● In table groups, research famous hispanics presented in a matching activity to match the name of the person to their biographical description.
● Label a worksheet of the biographical descriptions with the person's name.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:

ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.Geo.SV.1 SS: 6.1.6.Geo.SV.3 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Numbers 1000+

Grade Level(s): Sixth Grade

Overview of Unit (Big Ideas): Development of Communicative Competence

Essential Learnings: I can identify numbers beyond 1000

I can state numbers beyond 1000 in Spanish

I can recognize and write 4 digit numbers in

Spanish

Time of Year: October

Approximate Number of Days: 6 classes

Link to Standards: 7.1.NM.IPRET.1,2,3,4;IPERS.1,4,5;PRSNT.1,3,4,5

Resources: number vocab sheets, video of counting song, place value digital presentation, video of writing a 4 digit number, dice, dice activity worksheet, interactive Smartboard number recognition activity, whiteboards, expo markers, felt erasers

Assessments: place value activity worksheet

(pre/post, rubrics)

Lessons

- Review numbers 1-31 with *Cuenta* video.
- Review tens and introduce the hundreds 100-1000 with a video song.
- Practice writing number words in small groups using resources in INB from visual prompts.
- Create a vocab resource for INB by gluing the vocab for 1,000-9,000 in notebook.
- Introduce the place values for ones, tens, hundreds, and thousands with a digital presentation.
- Introduce the format for writing 4-digit numbers with a video.
- Practice writing 4 digit numbers in small groups from visual prompts.
- In pairs, complete an activity worksheet to write4-digit numbers created by rolling dice.
- Independently identify 4 digit numbers on a digital assessment using INB resources.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Spanish/World Language Unit: Latino Culture

Grade Level(s): Sixth

Sub Unit: Spanish Speaking Countries

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify Spanish speaking countries**

I can locate Latino countries on a map

I can identify & describe Latino countries flags

I can identify colors

Time of Year: November

Approximate Number of Days: 6 classes

Link to Standards: 7.1.NH.IPRET.1,3,4,5,6,7;IPERS.1,2,4,5,6;PRSNT.1,2,3,5,6

Resources: Latin America map, map label worksheet, Video of Spanish Speaking countries, color square and name flashcards, color by number flags worksheet, crayons, Latin America jigsaw puzzle, flag matching puzzle, flag to name memory game, flag to name card game

Assessments: Map label quiz and color by number flag worksheet

Lessons

- Introduce the names and locations of the countries where Spanish is spoken with a video.
- Using maps online, independently label a map of Latin America.
- In table teams, complete *Hang Man* puzzles to name the Spanish speaking countries.
- In small groups, complete games to practice country names and flags.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.Geo.SV.1 SS: 6.1.6.Geo.SV.3 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Questions

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify question words**

I can sequence parts of speech grammatically correct in Spanish

Time of Year: December

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,4,5,6,7;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,5

Resources: Question words poster, song lyrics, questions response chart resource sheet, digital questions type visual prompt activity, whiteboards, markers, felt erasers, question matching worksheet, graphic organizers to sequence grammar, interactive question and response activity, questions and response grammar strips, question and response worksheet, matching cards of questions and responses, basic questions digital assignment on Google

Assessments: question matching worksheet, grammar strip sequencing activity, written response digital activity on Google,

Lessons

- Introduce the idea of being inquisitive when getting ready for a trip to a new place.
- Brainstorm the types of questions one may have before going on the trip.
- Introduce the question words and reinforce with song to tune of "Jingle Bells".
- Present the question response chart to help students determine which question word is best to use when needing information.
- In table teams determine and write the appropriate question words on the whiteboards for visual prompts on a digital activity.
- In pairs, match question words to their appropriate response pictures on a worksheet.
- Introduce the grammatical sequencing and verbs needed to form basic questions while students label the parts on a graphic organizer.
- Sequence the parts of a question to make them grammatically correct using an interactive activity on the SMARTboard.
- Introduce how to use parts of the question to create the response while students label the graphic organizer.
- Sequence the parts of a response to make them grammatically correct using an interactive

activity on the SMARTboard.
- In table teams, choose the correctly sequenced response to a question as presented digitally on on the SMARTboard
- Match questions to responses on cards during a kinesthetic search and find game.
- In pairs, using grammar sequencing strips, create 5 grammatically correct questions.
- In pairs, respond to the questions created by a different set of paired students.
- Independently, write the response to basic questions on a Google Classroom activity.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Passports

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings:	**I can identify physical characteristics**

I can describe people in complete phrases

I can use the verbs ser and tener

I can ask and respond to questions about oneself and others

Time of Year: January

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,4,5,6,7;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,5,6

Resources: Class passports, physical description digital presentation, physical description vocabulary sheets, celebrity pictures digital visual prompt activity, whiteboards, markers, felt erasers, index cards, Guess Who game sheets, plastic sleeves

Assessments: celebrity descriptions, index card self description activity, written description of people pictures activity on Google, passport completion

Lessons

- Discuss the purpose of a passport when going on a trip to a new place.
- Introduce the personal data found on a passport
- Compare the parts of a full name in Latin America to the USA.
- Complete the name and surname portions of class passport independently.
- Compare birthday to date of birth and complete section of passport.
- Introduce physical characteristics using a digital presentation while students label a vocabulary sheet of pictorial representations.
- Participate in a TPR activity to review vocabulary.
- Introduce the question phrases and responses with verbs ser and tener in 1st and 3rd person.
- Oral question/answer activity with class to reinforce physical characteristics.
- In table teams, using the whiteboards, write the physical description of celebrities as presented on a digital visual prompt activity.
- Independently complete an index card with your own description using complete phrases and

verbs in the 1st person.
- Participate in a game to guess which person is being described from their index card description.
- Complete physical characteristic portions of the class passport independently.
- In pairs, play the game Guess Who using printed game sheets in plastic sleeves and markers.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: MD.B.3 Science: ESS2-2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Weather

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 9 weather phrases**

I can respond to questions about weather

I can compare climates of Latino countries

Time of Year: February

Approximate Number of Days: 9 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,4,5,7;IPERS.1,2,4,6;PRSNT.1,2,3,5,6

Resources: weather pictures and flashcards for board, weather mini-manipulatives, weather labeling worksheet, "*Qué Tiempo Hace Hoy*?" song by Patti Lozano, song lyric sheet, climate description worksheet, picture dice

Assessments: manipulative matching activity, labeling worksheet, climate description worksheet,

Lessons

- Introduce weather phrases related to Latino locations using a digital presentation.
- Present vocabulary using flashcards and word strips.
- Practice matching phrases to pictures and introduce TPR movements for each phrase.
- Review phrases and days of the week with the song "Qué tiempo hace hoy?"
- In table groups, match pictures to phrases on a worksheet.
- Independently label weather pictures on a worksheet with a word bank.
- In table groups, match picture to phrases using mini-manipulatives.
- In pairs, write the weather to describe the climate of 6 locations in Latin America on picture dice.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.Geo.SV.1 SS: 6.1.6.Geo.SV.3 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2 Science: ESS2-1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Clothing

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 14 articles of clothing in Spanish**

I can categorize clothing by weather

I can identify and apply articles by gender and
noun form

I can sequence parts of speech grammatically
correct in Spanish

Time of Year: March

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,4,5,6,7,8;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,5,6

Resources: clothing vocabulary digital presentation, clothing pictures and flashcards for board, clothing mini-manipulatives, clothing matching worksheet, interactive digital activity, clothing packing worksheet by location, suitcase full of clothing, whiteboards, markers, felt erasers

Assessments: clothing matching worksheet, manipulative matching activity, clothing packing worksheet

Lessons

- Introduce clothing vocabulary related to Latino locations of varying climates.
- Students create hand drawn vocab sheets.
- Students match clothing words to pictures using manipulatives.
- Independently complete matching worksheet of pictures of clothing vocabulary.
- Students categorize clothing by weather with interactive digital activity on the SMARTboard.
- In table groups, identify the clothing packed in the teacher's suitcase on the whiteboards.
- Independently complete packing list worksheet of clothing by location.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2 Science: ESS2-1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Transportation

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify 12 modes of transportation**

I can identify and apply articles by gender and noun form

I can sequence parts of speech grammatically correct in Spanish

Time of Year: April

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,5,7,8;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,5,6

Resources: Modes of transportation vocabulary digital presentation, vocabulary sheets, digital transportation flashcards, transportation mini-manipulatives, digital presentation of questions and responses for using modes of transportation, whiteboards, markers, felt erasers, digital template for route presentation

Assessments: Creation of digital presentation of routes using multiple modes of transportation

Lessons

- Introduce transportation vocabulary with digital presentation.
- Students create vocab sheets for INB.
- Students match vocab words to pictures on interactive digital activity.
- Create a graphic organizer to demonstrate sequence of phrases for utilizing modes of transportation ot arrive at a location.
- In table groups, create routes using complete sentences to arrive at prompted locations.
- Independently create 2 routes to arrive at a location in a Spanish speaking country on a digital presentation.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.Geo.SV.1 SS: 6.1.6.Geo.SV.3 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2 Science: ESS2-1	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Latino Foods

Overview of Unit (Big Ideas): Development of Communicative Competence

Appreciation of cultural perspectives

Communicate in linguistically appropriate ways

Essential Learnings: **I can identify the common meals**

I can identify popular Latino foods

I can demonstrate preference with verb *gustar*

Time of Year: May

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,4,5,6,7,8;IPERS.1,2,3,4,6;PRSNT.1,2,3,4,6

Resources: video of traditional Latino foods, digital presentation of meals and traditional Latino foods, meal vocabulary charts, digital visual prompt activity, whiteboards, markers, felt erasers, digital food preference assignment

Assessments: small group response on whiteboards and digital food preference assignment

(pre/post, rubrics)

Lessons

- Watch a video of traditional Latino Foods.
- Present meals and traditional Latino foods eaten for each meal from various Latino countries during a digital presentation.
- Independently complete a meal vocabulary chart during presentation.
- Introduce the verb *gustar* to state preference.
- Oral question and response activity to demonstrate preference of latino foods.
- Using chart, identify the meal or country of a dish on the whiteboards during a table team digital activity.
- Independently create 2 digital preference slides of traditional foods with pictures on Google.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: CC.A Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Sub Unit: Landmarks

Overview of Unit (Big Ideas): Development of Communicative Competence

Communicate in linguistically appropriate ways

Essential Learnings: **I can describe 12 modes of transportation**

I can identify and apply articles by gender and

noun form

I can sequence parts of speech grammatically
correct in Spanish

Time of Year: June

Approximate Number of Days: 10 classes

Link to Standards: 7.1.NH.IPRET.1,2,3,5,7,8;IPERS.1,2,3,4,5,6;PRSNT.1,2,3,5,6

Resources: clothing vocabulary digital presentation, clothing pictures and flashcards for board, clothing mini-manipulatives, clothing matching worksheet, interactive digital activity, clothing packing worksheet by location, suitcase full of clothing, whiteboards, markers, felt erasers

Assessments: clothing matching worksheet, manipulative matching activity, clothing packing worksheet

Lessons

- Introduce clothing vocabulary related to Latino locations of varying climates.
- Students create hand drawn vocab sheets.
- Students match clothing words to pictures using manipulatives.
- Independently complete matching worksheet of pictures of clothing vocabulary.
- Students categorize clothing by weather with interactive digital activity on the SMARTboard.
- In table groups, identify the clothing packed in the teacher's suitcase on the whiteboards.
- Independently complete packing list worksheet of clothing by location.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
ELA: RL.1.1 ELA: W.1.2 ELA: W.1.7 Math: MD.B.3 SS: 6.1.6.Geo.PP.1 SS: 6.1.6.Geo.SV.1 SS: 6.1.6.Geo.SV.3 SS: 6.1.6.History.CC.2 SS: 6.1.6.Geo.GI.1 SS: 6.1.6.Geo.GI.2	K-2 Understand and use technology systems. 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. Select and use applications effectively and productively. 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.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills
Assessment	**Integrated Accommodations & Modifications**	**Career Education**
Formative, Summative, Benchmark, Alternative Teacher observations (F) Class discussions (F) Class participation (F) Classwork (F/S) Exit Slip (F/S) Response Sheets (F/S)	Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;	9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

WORLD LANGUAGES BEST PRACTICES

(from http://www.pps.k12.or.us/)

Best Practices in World Language instruction place a high value on performance of the language rather than knowledge about the language. Students are engaged in meaningful, authentic and purposeful language learning tasks which include an integration of listening, speaking, reading, and writing as well as building cultural understanding.

Teachers, as much as possible, emulate authentic language use. They:

- Use the target language extensively and encourage the students to do so.
- Establish an effective climate in which students feel comfortable taking risks.
- Provide opportunities to use the target language to interact with others, to understand others and to make oneself understood.
- Use a variety of print and non-print materials including authentic materials.
- Value students for whom this is their first language.

Teachers understand that language learning is not additively sequential but is recursive and paced differently at various stages of acquisition. They:

- Utilize class time for listening, speaking, reading and writing which is appropriate to course objectives and to the language skills of students.
- Use the textbook as a tool, not as a curriculum
- Use explicit error correction in activities when the focus is on discrete language points and uses indirect correction when communication is the focus.

Teachers understand that language proficiency involves both comprehension and production. comprehension abilities tend to precede and exceed productive abilities.

- Classroom assessments reflect the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Students are explicitly taught second language learning strategies and are encouraged to assess their own progress.
- Culture is systematically incorporated into instruction.
- Students are enabled to develop positive attitudes toward cultural diversity.
- The physical environment of the classroom reflects the target language and culture.

Teachers understand that language learning is complex. Instruction takes into account individual learning styles and rates, and also attends to teaching process strategies for successful learning. They:

- Use a variety of print and non-print materials including authentic materials.
- Use technology resources to assist in language learning and practice.

Teachers understand that the ability to perform with language is facilitated when students actively engage in meaningful, authentic and purposeful language learning tasks.

- Use activities that simulate real-life situations.

Teachers assess oral proficiency in open-ended tasks as well as achievement of specific skills. They are familiar with oral proficiency interviews and use them to assess students' proficiency.

Best Practice	Developing	Effective	Highly effective
Teacher provides visually and culturally inviting learning environment.	● Teacher provides no posters reflecting classroom culture. ● Teacher's classroom is cluttered, dirty, and not organized for day's activities.	● Teacher provides posters and organization that are culturally reflective and rich in vocabulary.	● Teacher displays colorful and culturally appropriate items. ● Teacher keeps area neat and organized.
Teacher plans lessons effectively.	● Teacher moderately plans and paces lessons and units and tends to be more reactive than proactive in developing lessons in a way that students do not understand long-range learning goals.	● Teacher consistently plans and paces lessons.	● Teacher effectively plans and bases lessons and units to maximize student learning and ensures that students clearly understand linkages between lessons within units.
Teacher effectively assesses students.	● Teacher inconsistently assesses students. ● Teacher uses assessments that are not aligned with curriculum and learning goals. ● Teacher uses and/or interprets a limited variety of assessments to evaluate/monitor all students.	● Teacher uses and interprets a variety of assessments aligned with curriculum and learning goals to evaluate/monitor all students.	● Teacher consistently uses and interprets a wide variety of assessments aligned with curriculum and learning goals to evaluate/monitor all students.
Teacher provides learner-centered learning activities.	● Students are exposed to limited kinds of activity with little regard for their diverse needs, aptitudes, and interests.	● Teacher brings a variety of activities to students within teacher preference or competencies.	● Teacher brings a variety of activities to students beyond teacher preference and or competencies.

Teacher delivers differentiated, interactive instruction.	● Teacher differentiates instruction somewhat and is beginning to respond to students at different levels.	● Teacher regularly differentiates instruction to meet students' diverse needs.	● Teacher proactively plans differentiation of instruction to recognize, respond to, and challenge students at their instructional learning levels.
Teacher incorporates interdisciplinary and multicultural practices.	● Teacher sometimes integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.	● Teacher usually integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.	● Teacher consistently integrates knowledge and skills from other disciplines, expands horizons, maintains student interest, and promotes logical and creative thinking. ● Culture is systematically incorporated into instruction, enabling students to develop positive attitudes toward cultural diversity.
Teacher provides reality-based instruction.	● Teacher sometimes incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher sometimes uses a variety of print and non-print materials, including authentic materials. ● Teacher sometimes uses technology to facilitate teaching and learning.	● Teacher usually incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher usually uses a variety of print and non-print materials, including authentic materials. ● Teacher usually uses technology to facilitate teaching and learning.	● Teacher consistently incorporates real-life situations, topics, and issues of interest to create a learning-relevant environment for students. ● Teacher consistently uses a variety of print and non-print materials, including authentic materials. ● Teacher consistently uses technology to facilitate teaching and learning.

BEST PRACTICES IN WORLD LANGUAGE CLASSROOMS—CLASSROOM MANAGEMENT

Best Practice	Developing	Effective	Highly effective
Teacher greets students.	● Teacher overlooks greeting.	● Teacher greets students as a group.	● Teacher uses greetings, smiles, enthusiasm, and sincerity.
Teacher demonstrates interest in students.	● Teacher seldom engages in one-on-one interaction or personalized questions.	● Teacher occasionally interacts one-on-one and asks personalized questions.	● Teacher consistently interacts one-on-one, including eye contact, personalized questioning, and genuine interest.
Teacher demonstrates respect when speaking with students.	● Teacher occasionally uses negative tone in statements to students.	● Teacher demonstrates some respectful tone and expressions while interacting with students, but some opportunities are missed.	● Teacher uses tone of voice and expressions that are consistently courteous and genuine; no opportunity is missed as observed from beginning to end of lesson.
Teacher promotes positive social skills and caring for self and others.	● Teacher excludes or seldom promotes social skills and caring for self and others.	● Teacher stresses social skills and caring for others for "teachable moments."	● Teacher nurtures positive social skills and caring for self and others through intentionally designed activities.
Teacher communicates goals and standards.	● Teacher has written no goals or standards.	● Teacher writes all information so it can be seen. ● Teacher posts clear expectations.	● Teacher states instructional information and objectives for the day clearly and positively and promotes individual student success and responsibility.

Teacher communicates behavior expectations.	• Teacher has not posted behavior expectations. • Teacher fails to address harassing remarks, physically harmful activities, and behavior that is hurtful to others. • Teacher ignores or is unaware of the need to intentionally establish a positive learning environment. Resulting environment is inconsistent in supporting learning and students show lack of self-control and respect for others.	• Teacher posts clearly stated behavior expectations that promote student success and responsibility. • Teacher intentionally establishes a positive learning environment. • Teacher addresses inappropriate behaviors. • Teacher enforces rules consistently from class to class. • Teacher expects respect for self and others. • Teacher disciplines inconsistently at times.	• Teacher posts clearly and positively stated behavior expectations prominently in more than one place and promotes individual student success and responsibility. • Teacher practices fair and consistent discipline practices and encourages students to be responsible for their own behavior. • Teacher makes students feel physically and emotionally safe and supported by teacher and classmates. • Teacher uses verbal and nonverbal behaviors to promote a positive environment of respect and high expectations for students.
Teacher implements behavior management plan.	• Teacher gives inconsistent consequences. • Posted expectations are not visible to students. • Teacher does not make parent follow-up a high priority, positive or negative. • Teacher keeps incomplete student documentation, with few specific details of behavior.	• Teacher collaborates with colleagues in world languages on best strategies. • Teacher communicates with guardian by phone or email. • Teacher practices gender equity in daily lesson planning.	• Teacher sends class expectations home for parents to sign and return. • Teacher talks directly to parents in a timely manner as incidents occur. • Teacher is versed on school discipline policy and implements steps correctly. • Teacher collaborates with support personnel as needed.

WORLD LANGUAGES PERFORMANCE LEVEL DESCRIPTORS*
(from the http://www.state.nj.us/education/cccs)

TEXT TYPE
Quantity of Language Produced

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE- MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Words, phrases, and memorized simple sentences	**Words, lists, and simple sentences**	**Simple sentences**	**Strings of sentences**	**Connected sentences and paragraphs**	**Paragraph-level discourse**

LANGUAGE CONTROL
Grammatical Accuracy

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Accurate when producing memorized language	Inconsistently accurate

Most accurate when expressing one's own ideas on previously studied and familiar topics

Minimally accurate as creativity in language and/or production increases | Inconsistently accurate

Most accurate when expressing one's own ideas on previously studied and familiar topics

Minimally accurate as creativity in language and/or production increases | Evidence of control of grammar when using simple sentences and basic verb forms

Demonstrates some ability to use grammatical and stylistically cohesive elements | Generally accurate when narrating and describing in present time

Less accurate in past and future time

Applies familiar structures to new situations | Sustained control of simple target-language sentence structures and partial control of more complex structures

Grammatical unevenness with some control of aspect

Some grammatical errors in control of aspect |

VOCABULARY USE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Comprehends and produces vocabulary related to common objects and actions in familiar categories

Uses words and phrases primarily as lexical items without awareness | Comprehends and produces an expanding amount of vocabulary from previously studied themes

Understands and uses a few memorized | Comprehends and produces vocabulary from a limited number of themes not previously studied

Understands and uses a limited number of | Comprehends and produces vocabulary on a wider range of everyday themes

Understands and uses some idiomatic expressions and culturally | Comprehends and produces vocabulary from an expanding variety of themes

Understands and uses idiomatic expressions and culturally authentic expressions | Comprehends and produces vocabulary on an expanding variety of themes, including some abstract topics related to interest and aptitude

Understands and uses idiomatic |

| of grammatical structure | idiomatic expressions

Uses false cognates (for languages that contain English cognates) | idiomatic expressions

Uses false cognates (for languages that contain English cognates) | authentic expressions

Searches for adequate vocabulary | Uses specialized and precise vocabulary for a limited number of topics | expressions and culturally authentic expressions

Uses specialized and precise vocabulary for a wider range of topics

Employs generic vocabulary |
|---|---|---|---|---|---|

COMMUNICATION STRATEGIES
Techniques to understand and to be understood
As students progress through proficiency levels, they gain stronger control of the strategies acquired at previous levels while beginning to use new strategies characteristic of the targeted proficiency level.

INTERPRETIVE

NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Identifies a limited number of cognates and loanwords to aid comprehension

Uses visual cues to aid comprehension

Uses background experience to enhance comprehension | Identifies some cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension

Skims and scans

Infers meaning of some unfamiliar words to aid comprehension

Predicts | Identifies a wide range of cognates, loanwords, word families, roots, prefixes, and suffixes to aid comprehension

Infers meaning of unfamiliar words to aid comprehension

Uses contextual clues

Occasionally uses some resources such as target language dictionaries and online resources to aid comprehension

Rereads

May paraphrase when reading or listening; asks questions of self about text | Uses knowledge of own culture and target culture to deduce meaning

Derives meaning by examining familiar and unfamiliar structures

Effectively uses resources, such as target language dictionaries and online resources, to aid comprehension | Identifies the organizing principle(s) of oral or written text

Infers and interprets the intent of the author | Handles linguistic challenges with a complication or handles an unexpected turn of events within familiar contexts and routine situations |

		Identifies type of text (narrative, expository, persuasive) Synthesizes Summarizes Evaluates Skips over unfamiliar words (in order to be successful, reader/listener must already have a wide range of known vocabulary to use this strategy)			

INTERPERSONAL					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners	Generally, but not always: Asks for clarification Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is understood by sympathetic speakers used to	Minimally: Asks for clarification Uses some cohesive devices Uses limited circumlocution Self-corrects when not understood Repeats and asks for repetition Paraphrases Imitates modeled words States lack of understanding Is generally understood by	Consistently: Asks for clarification Uses some cohesive devices Uses circumlocution Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	Uses cohesive devices Probes for details in order to clarify meaning Uses circumlocution Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed to dealing with non-natives

	dealing with non-natives	sympathetic speakers, particularly by those accustomed to dealing with non-natives			

PRESENTATIONAL					
NOVICE-MID	NOVICE-HIGH	INTERMEDIATE-LOW	INTERMEDIATE-MID	INTERMEDIATE-HIGH	ADVANCED-LOW
Uses gestures and sometimes resorts to English Repeats Is understood by sympathetic speakers used to dealing with language learners.	Generally, but not always: Uses limited circumlocution Repeats Paraphrases Self-corrects when not understood Is understood by sympathetic speakers used to dealing with non-natives	Minimally: Uses limited circumlocution Uses some cohesive devices Repeats Paraphrases Self-corrects when not understood Is generally understood by sympathetic speakers, particularly by those accustomed to dealing with non-natives	Consistently: Uses circumlocution Uses some cohesive devices Occasionally self-corrects when not needed for comprehension Is understood by sympathetic native speakers accustomed to dealing with non-natives	Uses circumlocution Uses cohesive devices to organize presentation Self-corrects even when not needed for comprehension Is generally understood by native speakers of the target language unaccustomed to dealing with non-natives	Rephrases Conveys message without misrepresentation or confusion Is understood by native speakers unaccustomed to dealing with non-natives

* The ACTFL Performance Guidelines for K-12 Learners (ACTFL, 1998), ACTFL Proficiency Guidelines - Speaking (ACTFL, 1999), and ACTFL Proficiency Guidelines - Writing (ACTFL, 2001) were used to inform the development World Languages Performance Level Descriptors table.

NOVICE-MID TEXTS

Novice-Mid-level students require short texts related to everyday personal experiences. Texts that are highly contextualized, supported by visual cues, and contain repetition of key words and phrases are appropriate for Novice-Mid-level learners. Interpretive tasks designed at the Novice-Mid level ask students to recognize key words and to identify important words, phrases, and main ideas.

NOVICE-HIGH TO INTERMEDIATE-MID TEXTS

The same texts may be used for Novice-High-level students through Intermediate-Mid-level students; however, the task changes. At the Intermediate level, students continue to look for main ideas, but also identify supporting details and derive meaning from context.

INTERMEDIATE-HIGH TEXTS

Text used at the previous levels may also be used with Intermediate-High-level students; however, the task changes. At the Intermediate-High level, students continue to look for main ideas, identify supporting details, and derive meaning from context, while they also begin to infer meaning, identify the author's perspective, compare cultural perspectives, and recognize the organizing principle of a text.

ADVANCED-LOW TEXTS

Text used at the previous levels may also be used with Advanced-Low level students; however, the task changes. At the Advanced-Low level, students continue to infer meaning, identify the author's perspective, compare cultural perspectives, and recognize the organizing principle of the text while they also begin to analyze and evaluate text for facts and opinions.

Suggested culturally authentic texts for interpretive reading tasks:

Novice-Mid Level
- ➢ Blogs
- ➢ Brochures
- ➢ Calendars and schedules
- ➢ Children's stories and poems related to novice contexts
- ➢ Directions
- ➢ Highly contextualized advertisements from a target country publication (print or online)
- ➢ ID cards
- ➢ Maps
- ➢ Menus
- ➢ Movie schedules
- ➢ Online weather reports
- ➢ Report cards
- ➢ Simple biographies from a target culture magazine (print or online)

- ➢ Simple letters or email correspondence
- ➢ Social networking sites
- ➢ Sports schedules
- ➢ Stories/songs
- ➢ Student schedules

Novice-High Through Intermediate-Mid Level
In addition to the above Novice-Mid level texts:
- ➢ Advice columns
- ➢ Photo stories with captions
- ➢ Simple stories

Intermediate-High Level
In addition to all above texts:
- ➢ Authentic short stories
- ➢ Contextualized comic strips
- ➢ Essays or editorials from newspapers
- ➢ Personal letters

Advanced-Low Level
In addition to all above texts:
- ➢ Editorials
- ➢ Novels

<u>Suggested culturally authentic texts for interpretive listening/viewing tasks:</u>

Novice-Mid Level
- ➢ Commercials from television, radio, Internet
- ➢ Podcasts
- ➢ Simple interviews, conversations, or surveys related to Novice content
- ➢ Songs related to Novice content
- ➢ Straightforward public service announcements from television, radio, Internet
- ➢ Video clips

Novice-High Through Intermediate-Mid Level
In addition to the above Novice-Mid level texts:
- ➢ Movie trailers
- ➢ Selected clips from movies
- ➢ Simple segments from television programs, such as soap operas or talk shows

Intermediate-High Level
In addition to all above texts:
- ➢ Contextualized animated cartoons
- ➢ Television shows on familiar topics

Advanced-Low Level
In addition to all above texts:
- ➢ Full-length movies

ANNOTATED GLOSSARY WITH RESOURCES

(from the http://www.state.nj.us/education/cccs)

Accommodations: Modifications made in instruction and/or assessment that address the specific needs of individual students.

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to meet the needs of all learners in the world languages class. Scroll down to video #6.

Advanced-Low Level Learners: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Articulation: The smooth transition from one level of proficiency to the next along the continuum of language learning.

Authentic Assessment: Assessment tasks that evoke demonstration of knowledge and skills in ways that they are applied in the "real world."

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on how to assess the modes of communication. Scroll down to video #7.

◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view assessment in practice. Scroll down to video #30.

◆ Click [CAPS TOAS](#) to access Thematically Organized Assessments categorized by themes, topics, and levels of proficiency.

[The Center for Applied Linguistics](#): Resources of interest to world language educators, including many related to assessment.

Circumlocution: Talking around a word or phrase through definition or description.

Cognate: A word that looks like a word in another language and has a similar meaning.

Communities: The goal area of the ***Standards for Foreign Language Learning in the 21st Century*** that targets participation in multilingual communities at home and around the world.

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view how to address communities. Scroll down to video #8.

◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view how communities are included in a lesson in practice. Scroll down to video #14.

Comprehensible Input: Language that a learner already knows plus some new language made understandable through intentional and targeted strategies.

◆ Click [Teaching Foreign Languages K-12: A Library of Classroom Practices](#) to view an example of how to provide comprehensible input. Scroll down to video #4.

Comprehensible Output Hypothesis: The supposition that second language acquisition depends on more than just comprehensible input and requires learners to produce language.

Continuum: The ongoing process of developing proficiency in the target language.

Cultural Content: Content that is reinforced or enhanced through the language studied.

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

◆ The perspectives of a culture sanction the cultural practices and create a need for the products.

◆ The perspectives provide the reason for "why they do it *that* way" and the explanation for "how can they possibly think *that*?"

◆ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

Culturally authentic material: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language (also see [How to Select Culturally Authentic Materials](#)).

[Edutopia](#): An interactive site that contains an archive of continually updated best practices.

ELL: Acronym for English language learners who are developing their listening, speaking, reading, and writing abilities in English.

[E-pals](#): An electronic platform that enables students, teachers, and classrooms in the global community to communicate about issues and topics, to collaborate on a variety of projects, and to engage in problem solving that incorporates multiple perspectives.

Formal and informal settings: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

Formative Assessment: Ongoing evaluation of a student's progress during a learning activity that is used to inform instruction and assists in tracking student progress. It is often referred to as assessment *for* learning.

Four art forms: Dance, music, theatre, and the visual arts.

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

Global Issues: Issues that have a significant impact, transcend political and geographical boundaries, are enduring, and are interconnected.

Graphic organizers: Visual representations of knowledge, concepts, or ideas that promote learning.

◆ Click Eduplace and Teacher Vision for examples of graphic organizers.

Gouin Series: A series of short statements describing a logical sequence of actions within a specific context.

Holistic rating/scoring: A scoring procedure yielding a single score based upon a set of predetermined criteria, which generally puts the emphasis on what is done well rather than deficiencies.

Independently: What the learner can communicate spontaneously without guidance or support.

Information Gap Activity: An activity in which one person has information that another needs but does not have, and in which the answers are unknown to the questioner.

Integrated curriculum: Tasks that utilize students' abilities to apply concepts, principles, and processes from two or more subject areas to a central question, theme, issue, or problem.

◆ Click Teaching Foreign Languages K-12 Workshop to view a video on how to integrate content into a world languages lesson. Scroll down to video #4.

Interdisciplinary: A curricular approach that applies knowledge from more than one discipline to examine a problem or topic.

◆ Click Teaching Foreign Languages K-12: A Library of Classroom Practices to observe this concept in practice. Scroll down to videos #5 and #15.

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Intermediate-Low Level Learner: 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 Level Learner: 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.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

KWL Chart: A graphic organizer that assists in managing and organizing information around a specific theme or topic with K representing prior knowledge, W representing what one wants to learn, and L representing what one has learned.

Language Function: That which can be done with language to meet a communicative purpose. Greeting, leave taking, describing, and persuading are some examples of language functions.
Learning styles: Individual student cognitive, affective, and physiological behaviors that indicate how the student learns.

Merlot: An online education resource for teaching and learning languages where educators are encouraged to contribute and share lessons.

Modeling: The act of providing an example of what to do and how to do it; modeling helps to ensure that practice will take place as planned.

Multiple entry points: The grade levels at which students are given the opportunity to begin the study of a world language or add the study of another world language.

Multiple intelligences: A theory that individuals can learn in multiple ways and may demonstrate strength in one or more learning modalities.

Novice language learners: *All* beginner language learners regardless of what age or grade level they start the study of a world language.

Novice-High Level Learner: 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.

Novice-Mid Level Learner: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

[Online Glossary](#): A resource that contains additional terms related to world languages.

PACE Model: A model for teaching grammar in context that consists of presentation of meaningful language, attention to form, co-construction of an explanation, and an extension activity with real-world application.

Performance Level Descriptors: Narrative descriptions of student performance representative of each performance level (e.g., Novice Mid, Novice High, and Intermediate Low). They provide a picture of "how well" students are able to use language. They assist educators, parents, and students in tracking progress and may be used to inform future instruction.

Physical Response: TPR (Total Physical Response) is an example of an instructional strategy that uses physical response.

Portfolios: A purposeful, varied collection of evidence pertaining to student learning over time. They contain documentation of a range of student knowledge and skills

Pre-Instructional Strategies: Teaching strategies that assist in language instruction. Some examples include: choosing authentic material appropriate for the theme and context as well as the proficiency and cognitive level of the students; planning engaging tasks that allow students to practice language in situations they might encounter in the real world; and tapping into students' interests and prior knowledge.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, 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 are making a presentation to a group, posting an online video or web page, creating and posting a podcast or videocast, and writing an article for a newspaper.

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Proficiency: The level of communicative competence. It refers to what an individual is able to do with language in all skill areas.

Role-playing: An activity in which students dramatize characters, solve a problem, or work through a situation.

Rubric: A scoring guide consisting of a set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics have a fixed measurement scale, a list of criteria that describe the characteristics of products or performances for each score point, and sample responses that illustrate the various score points on the scale.

◆ Click [CAPS Rubrics](#) to access rubrics used to rate student work from the Thematically Organized Assessments.

Scaffolding: A strategy used to provide support to another speaker or writer that facilitates successful communication.

Second language acquisition: The process of internalizing the second language as opposed to simply memorizing the vocabulary and structures of the language; a process similar to the way children develop ability in their native language.

Signaling: A visible means of showing understanding. Two examples are thumbs up/thumbs down and indicating by the number of fingers shown how well one understands a concept. Three fingers may indicate complete understanding while one finger may indicate little understanding.

Story form: A strategy that engages students in meaningful, culturally authentic rich language. Use of story forms in the world language classroom assists students in making sense of language while tapping into their imagination.

Student work: Click [CAPS Student Work](#) to access student work from Thematically Organized Assessments.

Summative assessment: The process of evaluating and assigning a grade to student learning at the end of a unit of study. It is often referred to as assessment *of* learning.

Talk aloud: A strategy that involves reporting how a task is approached and completed.

Target culture: The culture (e.g. history, literature, art, foods, politics, media, and social viewpoints) of the people who speak the target language.

◆ Click [Teaching Foreign Languages K-12 Workshop](#) to view how the teaching of culture is integrated into a language lesson. Scroll down to videos #5 and #12.

Target language: The language being learned.

Thematic Unit: A lesson of study that integrates several content areas while examining a broad topic of study centered around a particular theme.

TPS: Think-Pair-Share, a strategy that allows wait and think time and provides the teacher and the learner with immediate feedback.

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

◆ **Digital Tools** in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.

◆ **Electronic Information Sources** consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.

◆ **Multimedia Rich Presentations** contain a combination of text, audio, still images, video, interactivity and animation.

◆ **Virtual Sharing** requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

TWPS: Think-Write-Pair-Share, a variation of Think-Pair-Share strategy that involves the written word.

Wordchamp: A website that contains rollover definitions in more than 10 languages.

Whiteboards: Individual boards that students use to write responses allowing the teacher to quickly assess understanding and provide students with immediate feedback

Word Reference: A free online translator available in many languages that also contains a discussion forum.

Wyoming 6-8 Spanish: An online curriculum project for middle school Spanish that contains resources for Novice-Mid to Novice-High students.