

TOWNSHIP OF UNION PUBLIC SCHOOLS



World Language Curriculum Spanish Grades k-2

Adopted: December 19, 2023

Overview

The K-5 World Languages program provides students with exposure to Spanish. Each year, all students will have the opportunity to learn Spanish. At this level, teachers follow a natural approach to second language acquisition, prioritizing the development of communicative proficiency and oral production. The classroom environment encourages active participation through singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language. The focus is on fostering effective communication.

Basic vocabulary and grammatical structures are introduced through content-based teaching. This approach enables the creation of authentic and meaningful educational experiences for students. Additionally, it allows teachers to integrate content from various subject areas while incorporating linguistic and cultural awareness into daily instruction. By employing these practices, the K-5 World Languages program offers a well-rounded language learning experience that lays a strong foundation for future language studies.

Unit Title: 1

Grade Level: K-2

Timeframe: 6 weeks

Guiding Questions

- What are some common greetings? (formal/informal)
- What are some common farewells? (formal/informal)
- What's your name?
- How do you introduce yourself?
- How do you greet people during different times of the day?
- What is Hispanic Heritage Month?

Standards

Proficiency Level: Novice low

Topic: Family and community. (All about me)

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language
7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4

Presentational:

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT greet and take leave in a target culture.

WWBAT recognize and identify a few typical practices of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan				
Pre-assessment: Students will be assessed on greetings and role play at the beginning of the marking period.				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) <u>See link for additional modifications</u>
WALT greet each other according to the time of the day. K- Buenos Dias/Buenas Noches 1- Buenos Dias/Buenas Tardes/Buenas Noches 2- Buenos Dias/Buenas Tardes/Buenas	<ul style="list-style-type: none"> ● Pair & Share. ● Role Play ● Hand gestures ● Si/No Cards ● Thumbs up/down 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will practice acting out different greetings ● Students will watch culturally authentic video clips and songs with different greetings at different times of days. ● Students will role play a scenario. 	<ul style="list-style-type: none"> ● Additional processing time ● Require words instead of sentences. ● Ample use of visuals ● Use of manipulatives

Noches/Adios/Hasta Luego						<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions. • Practice time • Shorten task.
<p>WALT ask others for their name and share their own name.</p> <p>K- Yo Soy</p> <p>1- Como te llamas/Me llamo/Yo Soy</p> <p>2-Cual es tu nombre/como te llamas/me llamo/mi nombre es/yo soy</p>	<ul style="list-style-type: none"> • Role play. • Charades. • Thumbs up-down • Si/No Cards 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice asking and answering names. • Students will stand up individually and introduce themselves. • Students will work with a partner to create a simple role play. • Students will listen to culturally authentic video clips and songs about asking and answering their name. 			
<p>WALT express how they are feeling.</p> <p>K- Como estas/Bien/Mal</p> <p>1-Como estas/bien/asi/mal</p> <p>2- Como estas/Que tal/Muy bien/bien/mas o menos/asi-asi/mal/fatal</p>	<ul style="list-style-type: none"> • Use visual support and background knowledge. • Repeat. • Total Physical Response (TPR). 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Acting out different hand gestures and facial expressions for feelings. 	<ul style="list-style-type: none"> • Students will play guessing games/charades for different feelings. • Teacher-created resources. • Culturally authentic documents. 			<ul style="list-style-type: none"> • Clear visual, verbal, and demonstrative modeling • Kinesthetic activities • Frequent repetition.
Common Formative Assessment: Role play, Gestures and Expressions to introduce selves and express feelings.						

Open-ended responses.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
<p>listening and speaking activities</p> <p>Common Greetings and Farewells: Interactive Greeting Cards: Students create greeting cards with illustrations and simple phrases for common greetings and farewells. They exchange cards with classmates and use the phrases appropriately during a class activity.</p> <p>Role-Play Skits: In pairs or small groups, students engage in role-play skits where they use common greetings and farewells in different scenarios. This assesses their ability to apply these expressions in context.</p> <p>Introduction and Name: Name Collage Project: Students create collages that represent their names, incorporating pictures or symbols that reflect their interests. During a class presentation, they introduce themselves and their collages in Spanish.</p> <p>Interactive Name Tags: Students design and wear name tags with their names written in Spanish. During a class activity, they introduce themselves to peers, fostering a sense of community while practicing language skills.</p> <p>Greeting People at Different Times: Daytime and Nighttime Greeting Chart: Collaborate with a math class for a project where students create a chart showing appropriate greetings for different times of the day. This integrates language learning with time-related concepts.</p> <p>Morning Meeting Routine: During a morning meeting, students use greetings suitable for the time of day, reinforcing their understanding of time-related expressions.</p> <p>How Are You?: Feelings Journal: Students maintain a simple journal where they draw or write about how they feel each day in Spanish. This ongoing assessment allows teachers to observe their understanding of the expression "How are you?" and related responses.</p>				
Interdisciplinary Connections				

Library and Social Studies: Hispanic Heritage Month celebration.

Common Greetings and Farewells:

Art and Language Integration: In an art class, students create visual representations of common greetings and farewells. This reinforces their understanding of the expressions while fostering creativity.

Math and Greeting Patterns: Collaborate with a math class for a project where students identify patterns in common greetings and farewells. They create simple patterns using these expressions, integrating language learning with mathematical concepts.

Introduction and Name:

Science and Name Sounds: In a science class, students explore the science of sound and vibrations. They create name cards with materials that produce different sounds, connecting the learning of names with scientific exploration.

Social Studies and Name Origins: During a social studies unit, students explore the origins of their names and share this information in Spanish, fostering cultural awareness and connecting language learning with social studies.

Unit Title: 2
Grade Level: K-2
Timeframe: 6 weeks

Guiding Questions

- How do I count in Spanish?
- How do I tell how old I am?
- What is my favorite color?
- How do I describe something by color?

Standards

Proficiency Level: Novice low

Topic: Numbers and Colors (All about me)

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NH.IPRET.1 *Identify familiar words and phrases in culturally authentic materials related to targeted themes.*

WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language **7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4**

Presentational:

7.1.NM.B.3 *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT count and state age in a target culture.

WWBAT recognize and identify a few typical practices of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan				
Pre-assessment: Students will be assessed on numbers and colors at the beginning of the unit.				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
WALT count and identify numbers out of sequence in Spanish K- Numbers 1-10 1- Numbers 1-20 2- Numbers 1-30	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Si/No Cards • Thumbs up/down • Computer generated learning games 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice counting out loud. • Students will watch culturally authentic video clips and songs with numbers. • Students will pair and share their age. • Students will practice computer generated games such as onlinerefreespanish.com to identify numbers out of sequence. • Student will count manipulatives in groups with a given set of directions. • Students will read counting stories. • Students will play dice games to identify the numbers in 	<ul style="list-style-type: none"> • Additional processing time • Require words instead of sentences. • Ample use of visuals • Use of manipulatives

<p>WALT identify and describe things using Spanish colors. K- Primary colors Rojo/Verde/Amarillo/ Azul 1- 6 colors Rojo/Verde/Amarillo/ Azul/Morado/ Anaranjado 2- 12 Colors including all the colors in the rainbow and additional computer generated colors.</p>	<ul style="list-style-type: none"> • Computer generated color selection games. • Charades. • Thumbs up-down • Si/No Cards • Color Cards • TPR (Total Physical Response) • Use visual support and background Knowledge. 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<p>Spanish.</p> <ul style="list-style-type: none"> • Students will practice colors • Students will pair and share their favorite color • Students will watch culturally authentic video clips and songs related to the colors. • Students will describe things using the colors. • Students will select items out of a box and identify the color of that item. • Students will play board type games and teacher created resource games using the colors. • Student will listen to the story "Oso Pardo, Oso Pardo, Que ves allí" (Brown Bear, Brown Bear, What do you see?) book and identify the colors. • Students will play games using balloons to identify the colors. • Students will play computer generated learning games such as onlinefreespanish.com to identify the colors. 	<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions. • Practice time • Shorten task. • Clear visual, verbal and demonstrative modeling. • Kinesthetic Activities. • Frequent Repetition.
<p>Common Formative Assessment: Role play, Gestures and Expressions to express age, count numbers, and express favorite color.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Role play.</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>

Summative Assessments

listening and speaking activities

Counting in Spanish:

Math and Counting Blocks: Collaborate with a math class for a project where students use counting blocks labeled in Spanish. They practice counting and arranging the blocks to represent different numbers, integrating language learning with math concepts.

Physical Education and Counting Exercise: During physical education, students engage in exercises where they count in Spanish. This integrates language learning with physical activity and numeracy.

Telling How Old I Am:

Social Studies and Age Timeline: In a social studies class, students create a timeline that represents their ages in Spanish. They present their timelines, practicing the use of numbers and age-related vocabulary.

Art and Self-Portraits: In an art class, students draw self-portraits and use Spanish phrases to state their ages. This project integrates language skills with artistic expression.

Interdisciplinary Connections

Library and Social Studies: Día de los Muertos Culturally Holiday.

Counting in Spanish:

Geography and Counting Countries: Collaborate with a geography class for a project where students count and represent the number of Spanish-speaking countries on a world map. This integrates language learning with geography.

Music and Counting Song: In a music class, students compose and perform a bilingual counting song. They use Spanish numbers while singing, combining language learning with musical creativity.

Telling How Old I Am:

Math and Age Graphs: Collaborate with a math class for a project where students create graphs showcasing the ages of their classmates in Spanish. They practice counting and graphing, integrating language skills with math concepts.

Social Studies and Age Traditions: In a social studies unit, students explore traditions related to age celebrations in Spanish-speaking cultures. They share their findings, connecting language learning with cultural understanding.

Favorite Color:

Art and Color Wheel: In an art class, students learn about the color wheel and identify their favorite colors in Spanish. They create artworks that showcase complementary or contrasting colors, integrating language learning with artistic principles.

Science and Color Perception: Collaborate with a science class for an exploration of color perception. Students learn about the science of colors and discuss their favorite colors in Spanish, connecting language learning with scientific concepts.

Unit Title: 3
Grade Level: K-2
Timeframe: 6 weeks

Guiding Questions

- How do I name some fruits in Spanish?
- How do I communicate my likes and dislikes of fruits in Spanish?
- How do I describe fruits using my previous knowledge of numbers and colors?

Standards

Proficiency Level: Novice low

Topic: Fruits

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NH.IPRET.1 *Identify familiar words and phrases in culturally authentic materials related to targeted themes.*

WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language **7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4**

Presentational:

7.1.NM.B.3 *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT Describe likes and dislikes and describe things in a target culture.

WWBAT recognize and identify a few fruits of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Pre-assessment: Students will be assessed on their knowledge of fruits and ability to express likes/dislikes at the beginning of the unit.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT name fruits in Spanish. K- 5 fruits (manzana, pera, banana/platano, uvas, naranja) 1- 8 Fruits (manzana, pera, banana/platano, uvas, naranja, limon, sandia, fresa) 2- 12 Fruits (manzana, pera, banana/platano, uvas, naranja, limon, sandia, fresa, durazno, ciruela, pina, kiwi) plus all computer generated and culturally unique fruits</p>	<ul style="list-style-type: none"> ● Hand gestures ● Si/No Cards ● Thumbs up/down ● Computer generated learning games 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will practice naming fruits out loud ● Students will watch culturally authentic video clips and songs with fruits.. ● Students will practice computer generated games such as onlinefreespanish.com to identify fruits ● Students will play a fruit salad game using fruit Manipulatives. ● Students will create a “smoothie recipe” using the fruits and present it to the class (2nd grade only). ● Students will participate in “El Baile de Las Frutas” conga line (fruit dance). 	<ul style="list-style-type: none"> ● Additional processing time ● Require words instead of sentences. ● Ample use of visuals ● Use of manipulatives ● Use of kinesthetic activities

<p>WALT Describe and Count Fruits using our background knowledge of number and colors.</p>	<ul style="list-style-type: none"> ● Pair and Share. ● Computer generated fruit identification games. ● Thumbs up-down 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will practice fruits ● Students will watch culturally authentic video clips and songs related to the fruits ● Students will describe the fruits using colors. ● Students will select items out of fruits out of a basket and count fruits ● Students will play board type games and teacher created resource games using the fruits. ● Student will listen to the story "La Oruga Hambrientai" (The Very Hungry Caterpillar) book and identify and count the fruits in the story. ● Students will play computer generated learning games such as onlinefreespanish.com to identify the fruits. 	<ul style="list-style-type: none"> ● Preferential seating ● Repeating/simplifying of directions. ● Practice time ● Shorten task.
<p>WALT Express our likes and dislikes of fruits. K- Te gusta?, Si/No 1- Te gusta?, Si me gusta, no me gusta 2- Te gusta? Si me gusta, no me gusta, mucho, un poco</p>	<ul style="list-style-type: none"> ● Pair and Share. ● Computer generated fruit identification games. ● Charades. ● Thumbs up-down 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response 	<ul style="list-style-type: none"> ● Student will pair and share their likes and dislikes of fruits. ● Students will pair and share their favorite color ● Students will play computer generated games such as onlinefreespanish.com ● Students will express their likes and dislikes using 	<ul style="list-style-type: none"> ● Clear visual, verbal and demonstrative modeling. ● Kinesthetic Activities. ● Frequent Repetition.

	<ul style="list-style-type: none"> • Si/No Cards • TPR (Total Physical Response) • Use visual support and background knowledge. 	<ul style="list-style-type: none"> • Teacher Observation 	<p>hand gestures.</p> <ul style="list-style-type: none"> • Students will answer and respond using Te gusta? and Me gusta.. • Students will interview their classmates asking which fruit they like. 	
Common Formative Assessment: Role play, Gestures and Expressions to express age, count numbers, and express favorite color.				
Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.
Summative Assessments				
listening and speaking activities				
Naming Fruits in Spanish:				
Fruit Market Presentation: Students participate in a "fruit market" activity where they display and name various fruits in Spanish. They use their creativity to set up a pretend market, label the fruits in Spanish, and practice dialogue related to buying and selling fruits.				
Interdisciplinary Connections				
Library and Science: Butterfly science experiment				
Naming Fruits in Spanish:				
Music and Fruit Song: In a music class, students compose and perform a bilingual song that features the names of fruits. This project combines language learning with musical creativity.				
Technology and Digital Fruit Catalog: In a technology class, students create a digital catalog showcasing various fruits in Spanish. They use multimedia elements to label and present information about each fruit.				

Communicating Likes and Dislikes of Fruits in Spanish:

Social Studies and Cultural Food Preferences: Collaborate with a social studies class for a project where students explore cultural preferences for fruits in different Spanish-speaking countries. They discuss and present their findings in Spanish.

Physical Education and Fruit Relay: During physical education, students participate in a relay race where they use Spanish expressions to communicate their likes and dislikes of fruits. This integrates language learning with physical activity.

Unit Title: 4
Grade Level: K-2
Timeframe: 6 weeks

Guiding Questions

- How do I name the members of my family?
- How do I describe my family?
- Do I understand that all families are different?
- How do I describe my relationship to my different family members?

Standards

Proficiency Level: Novice low

Topic: Family
Modes of Communication/Core Ideas (WWBAT)

Interpretive:

- 7.1.NH.IPRET.1** *Identify familiar words and phrases in culturally authentic materials related to targeted themes.*
WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- 7.1.NL.IPRET.1:** Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2:** Respond with physical actions and/or gestures to simple oral directions, commands, and requests. **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).

- WWBAT interpret meaning from viewing materials.
- WWBAT interpret meaning from listening materials.
- WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language **7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4**

Presentational:

7.1.NM.B.3 *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT Describe families in a target culture.

WWBAT recognize and identify a few different family habits of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Pre-assessment: Students will be assessed on their knowledge of family members at the beginning of the unit.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT name family members in Spanish. K- 5 family members (mama, papa, hermano, hermana, bebe) 1- 9 family members (mama, papa, hermano, hermana, bebe, abuelo, abuela, tio, tia) 2- 11 family members (mama, papa, hermano, hermana, bebe, abuelo, abuela, tia, tio, primo, prima)</p>	<ul style="list-style-type: none"> ● Hand gestures ● Si/No Cards ● Thumbs up/down ● Computer generated learning games 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Physical Response ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will knocking on a house door and saying “quien es?” to introduce the family that lives in the house. ● Students will watch culturally authentic video clips and songs with about the family. ● Students will practice computer generated games such as onlinefreespanish.com to identify family members ● Students will bring in a picture of their family and name the different family members ● Students will create a picture of their family and label family members. 	<ul style="list-style-type: none"> ● Additional processing time ● Require words instead of sentences. ● Ample use of visuals ● Use of manipulative cards

<p>WALT Describe our family member and how they are related.</p>	<ul style="list-style-type: none"> ● Pair and Share. ● Computer generated family relationship identification games. ● Thumbs up-down ● Use visual support and background Knowledge. 	<ul style="list-style-type: none"> ● Listening comprehension. ● Verbal assessment. ● Teacher Observation 	<ul style="list-style-type: none"> ● Students will listen to their peers describe their families and recognize that all families are different. ● Students will identify family members and play "que falta" to see which one is missing. ● Students will play board type games and teacher created resource games using the family members such as family cards and matching. ● Students will watch culturally authentic video clip learning to say the family members in Spanish and American Sign Language 	<ul style="list-style-type: none"> ● Preferential seating ● Repeating/simplifying of directions. ● Practice time ● Shorten task. ● Clear visual, verbal and demonstrative modeling. ● Kinesthetic Activities. ● Frequent Repetition.
<p>● ●</p>				
<p>Common Formative Assessment: Role play, Gestures and Expressions to express family relationships and describe family members.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Role play.</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>
<p style="text-align: center;">Summative Assessments</p>				
<p>listening and speaking activities</p> <p>Naming Family Members:</p> <p>Family Tree Project: Students create a family tree using drawings or photos of their family members. They label each family member with their respective names in Spanish and present their family trees to the class.</p>				

Music and Family Song: In a music class, students compose a simple song where they sing the names of their family members in Spanish. This project combines language learning with musical creativity.

Describing My Family:

Family Portrait and Description: Students draw a family portrait and write short descriptions of each family member in Spanish. This integrates language skills with artistic expression and descriptive writing.

Language Arts and Family Stories: In a language arts class, students create short stories that involve their family members. They read their stories aloud, practicing descriptive language and storytelling in Spanish.

Interdisciplinary Connections

Social Studies: American Sign Language family members

Unit Title: 5
Grade Level: K-2
Timeframe: 6 weeks

Guiding Questions

How do I name some body parts?
What are some ways to keep my body healthy?
How do I change and grow?

Standards

Proficiency Level: Novice low

Topic: Body Parts

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NH.IPRET.1 *Identify familiar words and phrases in culturally authentic materials related to targeted themes.*
WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. **7.1.NL.IPRET.3:** Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.
WWBAT interpret meaning from listening materials.
WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language
7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4

Presentational:

7.1.NM.B.3 *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT Describe things in a target culture.

WWBAT recognize and identify a few things of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

- **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

- **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan

Pre-assessment: Students will be assessed on their body parts and healthy habits at the beginning of the unit.

SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
<p>WALT name body parts in Spanish. K- 8 body parts (Cabeza, Hombros, Rodillas, Pies, Ojos, Orejas, Boca y nariz) 1- 10 Body Parts (Cabeza, Hombros, Rodillas, Pies, Ojos, Orejas, Boca y nariz, brazos, piernas) 2- 15 body parts (Cabeza, Hombros, Rodillas, Pies, Ojos, Orejas, Boca y nariz, brazos, piernas,</p>	<ul style="list-style-type: none"> • Hand gestures • Si/No Cards • Thumbs up/down • Computer generated learning games 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice naming body parts. • Students will watch culturally authentic video clips and songs with body parts. • Students will practice computer generated games such as onlinefreespanish.com to identify body parts • Students will work in groups using manipulatives such as Mr. Potato Heads to use body parts. . • Students will create a robot and label it using the body parts and present it to the class (2nd grade only). • Students will do “Cabeza, Hombro, Rodillas, Pies” (Head, shoulders, knees and toes) 	<ul style="list-style-type: none"> • Additional processing time • Require words instead of sentences. • Ample use of visuals • Use of manipulatives • Kinesthetic Activities

pecho, cuello, dedo, cara, tobillo, mejilla)				<ul style="list-style-type: none"> Students will do the hokey pokey dance with the body parts in Spanish. 	
WALT Describe ways to keep our bodies healthy incorporating existing knowledge about Fruits and Healthy habits.	<ul style="list-style-type: none"> Pair and Share. Computer generated fruit identification games. Thumbs up-down Computer generated body part identification games. TPR Use visual support and background Knowledge. 	<ul style="list-style-type: none"> Listening comprehension. Verbal assessment. Teacher Observation Physical Response 	<ul style="list-style-type: none"> Students will practice ways to keep bodies health through movement. Students will play Simon Says while identifying the body parts. Students will incorporate some healthy snacks such as fruits learned in past units. Students will play computer generated games related to body parts such as onlinefreespanish.com Students will read "Tengo Diez Dedos de Pies" (I have 10 toes) book and practice body parts and counting. 	<ul style="list-style-type: none"> Preferential seating Repeating/simplifying of directions. Practice time Shorten task. Clear visual, verbal and demonstrative modeling. Kinesthetic Activities. Frequent Repetition. 	
WALT					
Common Formative Assessment: Role play, Gestures and Expressions to express age, count numbers, and express favorite color.					
Computer generated tasks.	Speaking exercises.	Role play.	Listening exercises.	Student self-assessment.	
Summative Assessments					
listening and speaking activities					

Naming Body Parts:

Interactive Body Parts Poster: Students create posters with illustrations of the human body and label various body parts in Spanish. During a presentation, they point to each part and say its name in Spanish.

Physical Education and Body Movement: Collaborate with a physical education class for a project where students engage in movement activities that involve different body parts. They use Spanish to describe the movements and body parts involved.

Interdisciplinary Connections

- Health and Movement (PE): Head, Shoulders, Knees and Toes and Healthy Habits.

Unit Title: 6
Grade Level: K-2
Timeframe: 6 weeks

Guiding Questions

- How do I name some animals in Spanish?
- What sounds do animals make in Spanish?
- How do I compare the difference between animal sounds in Spanish and English?
- What are some wild animals and where do they live?
- What are some farm animals and where do they live?

Standards

Proficiency Level: Novice low

Topic: Animals (Farm and Wild Animals)

Modes of Communication/Core Ideas (WWBAT)

Interpretive:

7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.

WALT Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

WWBAT interpret meaning from viewing materials.

WWBAT interpret meaning from listening materials.

WWBAT Interpret meaning from reading and written materials.

WWBAT learn a language and interpret meaning from listening, viewing, and reading culturally authentic materials in the target language 7.1.NL.IPRET.1, 7.1.NL.IPRET.2, 7.1.NL.IPRET.3 and 7.1.NL.IPRET.4

Presentational:

7.1.NM.B.3 *Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.*

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

Intercultural Statements (WWBAT)

WWBAT recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

WWBAT name animals and where they live in a target culture.

WWBAT recognize and identify a few typical practices of the target culture.

Career Readiness, Life Literacies, Key Skills Standards:

● **Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

● **Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

● **Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

● **The 12 Career Ready Practices**

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

Career options include, but are not limited to, the following career clusters:

Social work, Health, Arts and Technology.

Social-Emotional Learning Competencies:

Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

Instructional Plan				
Pre-assessment: Students will be assessed on numbers and colors at the beginning of the unit.				
SLO – WALT We are learning to/that	Student Learning Strategies	Formative Assessment	Activities and Resources	Reflections & Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) See link for additional modifications
WALT Identify Wild/Jungle Animals	<ul style="list-style-type: none"> • Pair & Share. • Role Play • Hand gestures • Si/No Cards • Thumbs up/down • Computer generated learning games 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Physical Response • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice saying animals out loud. • Students will watch culturally authentic video clips and songs with jungle animals. • Students will practice different hand gestures that animals make. • Students will practice computer generated games such as onlinefreespanish.com to recall and identify wild animals. • Student will use manipulatives and teacher-created resources to work in groups to place the animals in their correct habitat. • Students will read stories about wild animals.. 	<ul style="list-style-type: none"> • Additional processing time • Require words instead of sentences. • Ample use of visuals • Use of manipulatives • Kinesthetic Activities

<p>WALT identify farm animals</p>	<ul style="list-style-type: none"> • Computer generated color selection games. • Charades. • Thumbs up-down • Si/No Cards • TPR (Total Physical Response) • Use visual support and background Knowledge. 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice saying animals out loud. • Students will watch culturally authentic video clips and songs with Farm animals. • Students will practice different hand gestures that animals make. • Students will practice computer generated games such as onlinefreespanish.com to recall and identify wild animals. • Students will read stories about wild animals. • Student will use manipulatives and teacher-created resources to work in groups to place the animals in their correct habitat. 	<ul style="list-style-type: none"> • Students will do “El Baile de Los Animales” the Animal dance on Youtube which is a Merengue dance. • Students will play Simon Says with the different animal movements. 	<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions. • Practice time • Shorten task. • Clear visual, verbal and demonstrative modeling. • Kinesthetic Activities. • Frequent Repetition.
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<p>WALT identify the sounds animals make in Spanish and English and distinguish where animals live.</p>	<ul style="list-style-type: none"> • Computer generated color selection games. • Charades. • Thumbs up-down • Si/No Cards • TPR (Total Physical Response) • Use visual support and background Knowledge 	<ul style="list-style-type: none"> • Listening comprehension. • Verbal assessment. • Teacher Observation 	<ul style="list-style-type: none"> • Students will practice saying animals out loud. • Students will watch culturally authentic video clips and songs with farm animal sounds. . . • Students will play computer generated games identifying the sounds animals make in Spanish. • Students will discuss in groups the differences between the sounds the animals make in English and Spanish. • Student will use manipulatives and teacher-created resources to work in groups to place the animals in their correct habitat. 	<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions. • Practice time • Shorten task. • Clear visual, verbal and demonstrative modeling. • Kinesthetic Activities. • Frequent Repetition.
<p>Common Formative Assessment: Role play, Gestures and Expressions to express different animal sounds and distinguish between habitats.</p>				
<p>Computer generated tasks.</p>	<p>Speaking exercises.</p>	<p>Kinesthetic Activities</p>	<p>Listening exercises.</p>	<p>Student self-assessment.</p>
<p>Summative Assessments</p>				
<p>listening and speaking activities</p>				
<p>Interdisciplinary Connections</p>				
<p>Social Studies, Science, and PE: Discuss animals in the rainforest in Spanish-speaking countries. Cinco de Mayo cultural celebration of Mexico. Movement activities to keep bodies healthy which can be related to past Body Parts unit.</p>				
<p>Naming Animals in Spanish:</p>				

Math and Animal Counting: Collaborate with a math class for a project where students count and represent the number of different animals in Spanish. They use Spanish to label and count during their presentations.

Music and Animal Name Song: In a music class, students compose and perform a song that incorporates the names of animals in Spanish. This project combines language learning with musical creativity.

Animal Sounds in Spanish:

Science and Animal Communication: Collaborate with a science class for a project where students learn about how animals communicate. They use Spanish to discuss and present information about various animal communication methods.

Technology and Animal Sounds App: In a technology class, students create a simple app or digital presentation that features animal sounds in Spanish. They discuss the project in Spanish, integrating language skills with technology use.

Comparing Animal Sounds:

Literacy and Animal Sound Comparisons: During language arts, students read stories or create their own stories that involve animals making sounds in both Spanish and English. They discuss and compare the sounds in the stories.

Math and Sound Wave Patterns: Collaborate with a math class for a project where students explore sound wave patterns. They use Spanish to describe and discuss the patterns created by different animal sounds.

Wild Animals and Their Habitats:

Art and Animal Habitat Mural: Collaborate with an art class for a project where students create a mural depicting the habitats of wild animals. They label the mural in Spanish and discuss the features of each habitat.

Social Studies and Animal Habitat Research: In a social studies unit, students research and present information about the habitats of wild animals in Spanish-speaking countries. They discuss the geographical and climate factors affecting each habitat.