

# Mullica Township School District



## World Languages: Spanish

### Curriculum

PK – K

Board approval: 11/28/2018

**WORLD LANGUAGE SPANISH Pk - K CURRICULUM**

**Pre K - K**

**Content Area: World Language Spanish**

**Course Title: Spanish**

**Grade Level: Pre-K**

**Pacing**

**Pre - K**

Unit 1 "Describing Things / Objects"	12 weeks
Unit 2 "Three Kings Day"	1 week
Unit 3 "Sizes"	4 weeks
Unit 4 "Following Directions"	4 weeks
Unit 5 "Animals"	4 weeks
Unit 6 "Cinco de Mayo"	1 week
Unit 7 "Feelings"	4 weeks

**K**

Unit 1 "Describing Things / Objects"	13 weeks
Unit 2 "Three Kings Day"	1 week
Unit 3 "Animals"	5 weeks
Unit 4 "Body Parts"	3 weeks
Unit 5 "Cinco de Mayo"	1-2 weeks
Unit 6 "Feelings"	4 weeks

**WORLD LANGUAGE SPANISH**  
**Pk-K CURRICULUM**  
**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Describing Things / Objects

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related to colors, shapes, numbers, sizes, and patterns.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

**7.1.NM.A**

**Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

**7.1.NM.B**

**Interpersonal Mode (B)**

7.1.NM.B.2

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

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.5

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

**7.1.NM.C**

**Presentational Mode (C)**

7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**8.1 & 8.2**

<b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b> <b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>K.CC.A</b>	Know number names and the count sequence.
<b>K.G.A</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b>  ● How do we use Spanish words to describe things and objects?	<b>Unit Enduring Understandings</b> Students will understand that... ● Language learning involves acquiring strategies to fill communication gaps. ● The learner will be able to describe various aspects of an object/thing using Spanish vocabulary. ● Spanish has a different sound system than English.
<b>Unit Objectives</b> Students will know to...  ● Describing words for colors, shapes, numbers, sizes, and patterns.	<b>Unit Objectives</b> Students will be able to...  ● Identify 7 basic colors: red, blue, yellow, green, brown, orange and purple. ● Use number words ● Identify basic shapes and patterns
<b>WORLD LANGUAGE SPANISH CURRICULUM</b>	
Pre-K - Kindergarten	
Evidence of Learning	

**Formative Assessments**

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

**Summative Assessments**

- Use of rubric to assess speaking and vocabulary usage

**Alternative Assessments**

- Role play
- Art projects to show understanding

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and

discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH**

**Pk-K CURRICULUM**

**Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Three Kings Day

<b>Target Course/Grade Level:</b> Pre K - Kindergarten	
<b>Unit Summary:</b> In this unit students will learn about the history and traditions of Three Kings Day.	
<b>Learning Targets</b>	
<b>Content Standards: 7.1 World Languages:</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM.A</b>	
<b>Interpretive Mode (A)</b>	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	

<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
6.1.P.D.4	Learn about and respect other cultures within the classroom and community
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>Why do people celebrate 3 Kings Day?</li> <li>What is the story of 3 Kings Day?</li> <li>How do the children receive their gifts on 3 Kings Day?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Three Kings Day is a culturally significant holiday.</li> <li>Spanish has a different sound system than English.</li> </ul>
<b>Unit Objectives</b> Students will know / be able to... <ul style="list-style-type: none"> <li>Retell the 3 Kings story.</li> <li>What ritual children practice in order to receive their gifts.</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>Sing Spanish Christmas-songs from videos</li> <li>Color pictures of 3 Kings</li> </ul>
<b>WORLD LANGUAGE SPANISH CURRICULUM</b> Pre-K - Kindergarten Evidence of Learning	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> <li>Practice worksheets</li> </ul>	
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Use of rubric to assess speaking and vocabulary usage</li> </ul>	

### Alternative Assessments

- Role play
- Art projects to show understanding

### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

### Unit Resources / Instructional Materials

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

WORLD LANGUAGE SPANISH  
PK-K CURRICULUM  
Unit Overview

**Content Area:** World Language-Spanish

**Unit Title:** Sizes

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related sizes such as big, small, and medium.

## Learning Targets

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

### Proficiency Level- Novice Mid (NM)

#### 7.1.NM.A

##### Interpretive Mode (A)

7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

#### 7.1.NM.B

##### Interpersonal Mode (B)

7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

#### 7.1.NM.C

##### Presentational Mode (C)

7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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#### 8.1 & 8.2

##### Technology

8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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#### Standard 9

##### 21<sup>st</sup> Century Life & Careers

9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

	CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
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**Interdisciplinary Connections**

<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
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<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How do we use Spanish words to describe the sizes of people and objects?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> <li>Spanish words and phrases can be used to describe size.</li> </ul>
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<p><b>Unit Objectives</b></p> <p>Students will know / be able to...</p> <ul style="list-style-type: none"> <li>Use describing words for sizes</li> </ul>	<p><b>Unit Objectives</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Identify sizes of people and objects in the classroom</li> <li>Describe themselves using the words, small medium or large to tell what size they are</li> </ul>
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**WORLD LANGUAGE SPANISH CURRICULUM**  
Pre-K - Kindergarten  
Evidence of Learning

<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> <li>Practice worksheets</li> </ul>
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<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>Use of rubric to assess speaking and vocabulary usage</li> </ul>
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<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Role play</li> <li>Art projects to show understanding</li> </ul>
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<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Student Growth Objective</li> </ul>
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**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### **Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
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**WORLD LANGUAGE SPANISH  
PK-K CURRICULUM  
Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Following Directions

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related following directions (sit in your seat, raise your hand, repeat after me, put your pencil down, put your crayon down).

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives

of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Proficiency Level- Novice Mid (NM)</b>	
<b>7.1.NM.A</b>	
<b>Interpretive Mode (A)</b>	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	

<b>6.1.P.A.1</b>	Demonstrate an understanding of rules by following most classroom routines.
<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do I listen to Spanish words in order to follow directions?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> <li>They must listen carefully in order to be able to follow directions.</li> </ul>
<b>Unit Objectives</b> Students will know to... <ul style="list-style-type: none"> <li>Listen in order to follow directions.</li> <li>Do TPR in order to follow directions.</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>Listen in order to follow directions</li> <li>Do TPR in order to follow directions</li> <li>Sing songs that have to do with following directions</li> </ul>

**WORLD LANGUAGE SPANISH CURRICULUM**  
Pre-K - Kindergarten  
Evidence of Learning

<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Oral questions / answers</li> <li>Exit tickets</li> <li>Discussions</li> <li>Observations</li> <li>Practice worksheets</li> </ul>
<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>Use of rubric to assess speaking and vocabulary usage</li> </ul>
<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>Role play</li> <li>Art projects to show understanding</li> </ul>
<b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>Student Growth Objective</li> </ul>

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework

assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

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**WORLD LANGUAGE SPANISH  
PK-K CURRICULUM  
Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Animals

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related to animals. They will be able to identify common animals by their Spanish names, classify them by type (e.g. farm), and use number and color words to describe them.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

<b>7.1.NM.A</b> <b>Interpretive Mode (A)</b>	
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b> <b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b> <b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b> <b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b> <b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>K-LS1-1</b>	All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.
<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.	
<b>Unit Essential Questions</b>	<ul style="list-style-type: none"> <li>How may we use numbers and colors to describe animals?</li> </ul>	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> <li>Number, size, and color words can be used to describe animals.</li> </ul>
<b>Unit Objectives</b>	Students will know / be able to... <ul style="list-style-type: none"> <li>Categorize animals, such as domestic, aquatic, farm or jungle.</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>Identify animals such as: cat, dog, bird, bear, duck, frog, fish,</li> <li>Use number words to describe animal parts such as legs, eyes, etc.</li> <li>Use colors to describe animals</li> </ul>

**WORLD LANGUAGE SPANISH CURRICULUM**

Pre-K - Kindergarten

Evidence of Learning

**Formative Assessments**

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

**Summative Assessments**

- Use of rubric to assess speaking and vocabulary usage

**Alternative Assessments**

- Role play
- Art projects to show understanding

**Benchmark Assessment**

- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework

assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### **Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH  
PK-K CURRICULUM  
Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Body Parts

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related to body parts such as: big, small, colors, numbers

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

**7.1.NM A**

**Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b>	
<b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do we use Spanish words to words to describe body parts?</li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> </ul>

	<ul style="list-style-type: none"> <li>• Body parts can be identified and described using Spanish words.</li> </ul>
<b>Unit Objectives</b> Students will know to... <ul style="list-style-type: none"> <li>• Use describing words for body parts</li> <li>• Use color words to describe hair and eye colors</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>• Identify their body parts</li> <li>• Use color words to identify their hair and eye color</li> </ul>

**WORLD LANGUAGE SPANISH CURRICULUM**  
**Pre-K - Kindergarten**  
**Evidence of Learning**

- Formative Assessments**
- Oral questions / answers
  - Exit tickets
  - Discussions
  - Observations
  - Practice worksheets

- Summative Assessments**
- Use of rubric to assess speaking and vocabulary usage

- Alternative Assessments**
- Role play
  - Art projects to show understanding

- Benchmark Assessment**
- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### **Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH  
PK-K CURRICULUM  
Unit Overview**

**Content Area:** World Language-Spanish

**Unit Title:** Cinco De Mayo

**Target Course/Grade Level:** Pre K - Kindergarten

**Unit Summary:**

In this unit students will learn vocabulary related to Cinco de Mayo. They will learn about the history and traditions of this holiday and will notice similarities and differences with how it is celebrated in the United States.

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #**

**Cumulative Progress Indicator (CPI)**

**Proficiency Level- Novice Mid (NM)**

**7.1.NM A**

**Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics
<b>7.1.NM.B</b> <b>Interpersonal Mode (B)</b>	
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b> <b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b> <b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b> <b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
<b>6.1.P.D.4</b>	Learn about and respect other cultures within the classroom and community
<b>SL.K.4.</b>	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
<b>SL.K.6.</b>	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b>  Why is Cinco de Mayo celebrated?  Where is Mexico located?	<b>Unit Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>● Language learning involves acquiring strategies to fill communication gaps.</li> <li>● Spanish has a different sound system than English.</li> <li>● Cinco de Mayo is an important holiday celebrated in Mexico.</li> </ul>

<b>Unit Objectives</b> Students will know / be able to... <ul style="list-style-type: none"> <li>● Cinco de Mayo is a Mexican holiday</li> <li>● Where Mexico is located on the map</li> <li>● Tell the about the food and instruments that are used during this holiday</li> </ul>	<b>Unit Objectives</b> Students will be able to... <ul style="list-style-type: none"> <li>● Identify 5 Mariachi instruments</li> <li>● Identify some of the foods that are eaten</li> <li>● Dance the Mexican Hat Dance</li> </ul>
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**WORLD LANGUAGE SPANISH CURRICULUM**

Pre-K - Kindergarten

Evidence of Learning

- Formative Assessments**
- Oral questions / answers
  - Exit tickets
  - Discussions
  - Observations
  - Practice worksheets

- Summative Assessments**
- Use of rubric to assess speaking and vocabulary usage

- Alternative Assessments**
- Role play
  - Art projects to show understanding

- Benchmark Assessment**
- Student Growth Objective

**Modifications**

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

#### **Unit Resources / Instructional Materials**

- Readingatoz.com (leveled books)
- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos

**WORLD LANGUAGE SPANISH****PK-K CURRICULUM****Unit Overview****Content Area:** World Language-Spanish**Unit Title:** Feelings**Target Course/Grade Level:** Pre K - Kindergarten**Unit Summary:**

In this unit students will learn vocabulary related to feelings and to describe how they are feeling today (happy, sad, well, not well, tired).

**Learning Targets**

**Content Standards: 7.1 World Languages:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**CPI #****Cumulative Progress Indicator (CPI)****Proficiency Level- Novice Mid (NM)****7.1.NM.A****Interpretive Mode (A)**

7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.4

Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5

Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

**7.1.NM.B****Interpersonal Mode (B)**

7.1.NM.B.2

Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

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.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
<b>7.1.NM.C</b>	
<b>Presentational Mode (C)</b>	
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
<b>8.1 &amp; 8.2</b>	
<b>Technology</b>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>Standard 9</b>	
<b>21<sup>st</sup> Century Life &amp; Careers</b>	
9.3.12.ED.2	Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
Career Ready Practices	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
<b>Interdisciplinary Connections</b>	
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness
SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How do we use Spanish words to describe how we are feeling today?</li> </ul>	Students will understand that... <ul style="list-style-type: none"> <li>Language learning involves acquiring strategies to fill communication gaps.</li> <li>Spanish has a different sound system than English.</li> <li>There are Spanish words and phrases useful for communicating feelings.</li> </ul>
<b>Unit Objectives</b>	<b>Unit Objectives</b>
Students will know / be able to... <ul style="list-style-type: none"> <li>Use describing words for feelings</li> </ul>	Students will be able to... <ul style="list-style-type: none"> <li>Identify different feeling words</li> <li>Tell how they are feeling today</li> </ul>

## WORLD LANGUAGE SPANISH CURRICULUM

Pre-K - Kindergarten

Evidence of Learning

### Formative Assessments

- Oral questions / answers
- Exit tickets
- Discussions
- Observations
- Practice worksheets

### Summative Assessments

- Use of rubric to assess speaking and vocabulary usage

### Alternative Assessments

- Role play
- Art projects to show understanding

### Benchmark Assessment

- Student Growth Objective

### Modifications

**SPED:** Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student's Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student's attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder

**ELL:** Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual

**AT-RISK:** Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks

**504:** Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use

multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts

**GIFTED STUDENTS:** Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments and assessments

**Unit Resources / Instructional Materials**

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- Readworks.org (leveled books and articles)
- Senor Jordan videos
- Senor Ashby videos