Pacing Guide World Languages

Grade 3-5

Topic	Grade	Marking Period	Number of Days
Interpretive Mode of Communication	3-5	1-4	1x/week
Interpersonal Mode of Communication	3-5	1-4	1x/week
Presentational Mode of Communication	3-5	1-4	1x/week

Grade: 3-5

Standard: 7.1	**Content Topic:** Interpretive Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
7.1NM.IPRET.1	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes	Teacher will present the lesson via comprehensible input, often using gestures to reinforce specific phrases and vocabulary.
7.1.NM.IPRET.2	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Respond with actions and / or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics	Teacher will pantomime specific commands in the target language such as “open your books, stand up, sit down, etc.” Students will respond appropriately.
7.1.NM.IPRET.3	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Identify familiar people, places, objects in daily life based on simple oral and written descriptions	Teacher will display written phrases from worksheets and teacher generated resources on Smartboard while students follow along. Teacher will translate as needed.
7.1.NM.IPRET.4	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials	Teacher will model appropriately how to introduce themselves in a complete sentence both orally and in written form.
7.1.NM.IPRET.5	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change	Teacher will model appropriately how to ask one another each name in Spanish.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment Alternative Assessment Teacher observation Student participation	Ask and tell their name in a complete sentence. Write their names in a complete sentence. Understand and use courtesy phrases.	Games: Charades, Baloncesto, Matching, 7-Up Songs: Hay Siete Días de la Semana, Cumpleaños Feliz Books: El Piñatero by George Acuna

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Google Classroom Teacher Catalina Quizlet Kahoot Language Learners	Through the target language, learners recognize the names of a few typical products related to everyday life in the target culture and in the learner's own culture (ELA) Learners recognize and identify a few typical practices of the target culture (SS)

Grade: 3-5

Standard: 7.1	**Content Topic:** Interpersonal Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectations	Practices / Skills & Lesson
7.1.NM.IPERS.1	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases	Teacher will model introductions, greetings, and goodbyes. Students will repeat phrases and practice a paired dialogue.
7.1.NM.IPERS.2	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class	Students will participate in a culturally authentic birthday celebration as they learned about the calendar.
7.1.NM.IPERS.3	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Express one's own and react to others' basic preferences and / or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals	Teacher will model the days of the week, months, and numbers up to 31.
7.1.NM.IPERS.4	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities	Students will ask one another as well as tell the date of their birthday.
7.1.NM.IPERS.5	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interaction	Teacher will model appropriately that months go with each season and appropriate activities.
7.1.NM.IPERS.6	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences	Teacher will model appropriately map of Spanish speaking countries and discuss the weather/climate of each region.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher created assessment. Kahoot Teacher observation Student participation	Can the student ask the name of another student? Can the student respond appropriately when asked a question, given a greeting, or given a goodbye?	Smartboard activities Songs: Jose Luis Orozco "De Colores", "Sing, Laugh, Dance, and Eat Tacos"

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Google Classroom Teacher Catalina Quizlet Kahoot Language Learners	Through the target language, learners recognize the names of a few typical products related to everyday life in the target culture and in the learner's own culture (ELA) Learners recognize and identify a few typical practices of the target culture (SS)

Grade: 3-5

Standard: 7.1	**Content Topic:** Presentational Mode of Communication

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
7.1.NM.PRSNT.1	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes	Teacher will model song about months of the year. Students will respond with choral repetition.
7.1.NM.PRSNT.2	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class	Teacher will visually display and recite the months of the year.
7.1.NM.PRSNT.3	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Imitate, recite, and / or dramatize simple poetry, rhymes, songs and skits	Students and teacher will listen and sing a song about the days of the week.
7.1.NM.PRSNT.4	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Copy / write words, phrases, or simple guided texts on familiar topics	Teacher will display numbers 1-31 in order and recite in Spanish. Students will participate by identifying and reciting numbers correctly.
7.1.NM.PRSNT.5	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Present information from age-and level-appropriate, culturally authentic materials orally or in writing	Teacher will display various rooms of the house while reciting them in Spanish. Students will repeat and identify.
7.1.NM.PRSNT.6	Presentational	Name and label tangible cultural	Teacher will greet others and

	communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	products associated with climate change in the target language regions of the world	respond to greetings. Students will describe themselves and others using adjectives of personality and appearance.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher created assessment. Kahoot Teacher observation Student participation	Can the student identify the months out of order? Can the student ask and tell their birthday and their age?	Smartboard Activities Calendar Numbers displayed in Spanish.

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Interactive Smartboard activities Calico Spanish Songs for Kids Abcya.com Quizlet Kahoot	Through the target language, learners recognize the names of a few typical products related to everyday life in the target culture and in the learner's own culture (ELA) Learners recognize and identify a few typical practices of the target culture (SS)

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
Visual aids Sentence Frames Modeling Anchor charts Modify rubric Teacher directed grouping	Pre-teach vocabulary Non-linguistic cues Sentence frames Visual aids Manipulatives Graphic organizers	Tiered levels Choice boards Ability grouping Self directed learning

	Use of educational websites: www.khanacademy.org	

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Possible Topics
Family School supplies and routines Numbers/Months Rooms in a house Weather Food Preferences Authentic songs and dances Similarities and differences of school routines and expectations Animals / pets in the target culture(s) compared to those in the students' own culture(s) The effects of weather patterns / conditions in target language regions of the world and in the students' own regions Showing respect for different family members and other individuals in the target language societies and in the students' own culture