Pacing Guide World Languages

Grade K-2

Topic	Grade	Marking Period	Number of Days
Interpretive Mode of Communication	K-2	1-4	1 day / week
Interpersonal Mode of Communication	K-2	1-4	1 day / week
Presentational Mode of Communication	K-2	1-4	1 day / week

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectation	Practice, Skills & Lesson
7.1NL.IPRET.1	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	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	Songs: Hola a Ti, "Cabeza, Hombros,Rodillas, Pies", Adios
7.1.NL.IPRET.2	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Respond with physical actions and / or gestures to simple directions, commands, and requests	Hello and Goodbye songs with appropriate hand gestures
7.1.NL.IPRET.3	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Recognize a few common gestures associated with the target culture	Respond to and express greetings and farewells in Spanish.
7.1.NL.IPRET.4	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts	Through pantomime, teacher will act out phrases such as "Hace Calor", "Hace Frio", and "Hace Sol".

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher Created Assessment- Written Assessment: Can the study copy		Songs: Hola a Ti, Cabeza / Hombros, Adios

name from tag to paper Oral Assessment: Can the student say, “Me llamo…” TPR: Can the student sing along to hello and goodbye songs with appropriate hand gestures? Alternative Assessment- student made coloring book	Oral assessment benchmark	TPR Book: Colors of Mexico, Se Vende Gorras Book: 10 Perros en la Tienda, Diez minutos y a la cama Calico Spanish songs for Kids Teacher generated resources Bean bags Number chart

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1) / Intercultural Statements
Interactive Smartboard Activities Calico spanish Songs for kids Google Classroom	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) Counting to 10 (Math) Fruit Recognition (Science)

Grade: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective / Performance Expectations	Practices / Skills & Lesson
7.1.NL.IPERS.1	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced	Students will greet one another with “Buenos dias, Buenas tardes,etc.”
7.1.NL.IPERS.2	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	With the help of gestures and / or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced	Students will ask one another “¿Como estas? and respond “Muy bien, bien, etc.”
7.1.NL.IPERS.3	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Tell others a few basic preferences and / or feelings using memorized words and phrases, often supported by gestures or visuals	Teacher will act out “Tengo hambre/Tengo sed” while students repeat.
7.1.NL.IPERS.4	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	React to a few procedural instructions, directions, and commands in classroom situations	Teacher will gesture “Levantanse/Sientense” while the students respond.
7.1.NL.IPERS.5	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Enact a few culturally authentic gestures when greeting others and during leave takings	Teacher will lead class in singing greeting song at the beginning of class and farewell song when leaving class.
7.1.NL.IPERS.6	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures	Teacher will discuss different seasons in Spanish and weather associated with each season.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Venn Diagram Can the student recall and comprehend the story? Can the student identify parts of the body?	Verbal / oral benchmark	Song: Buenos dias, Adios a ti Book: La Escapada de Marvin Book: Gracias the Thanksgiving Turkey Book:De la cabeza a los Pies Song: “Chocolate” Juan Luis Orozco Book: el Dia de los Muertos Book: The Night of Las Posadas

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Interactive smartboard activities Abcya.com Calico Spanish songs for kids Google Classroom	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: K-2

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

Strand	Disciplinary Core Ideas / Essential Statement	Objective	Practices / Skills & Lesson
7.1.NL.PRSNT.1	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication	Teacher will lead the class in "Simon Says" in Spanish.
7.1.NL.PRSNT.2	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Express a few basic preferences and / or feelings using memorized words and phrases that are supported by gestures or visuals	Students will respond to what their favorite color/food/animal is in Spanish.
7.1.NL.PRSNT.3	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	Imitate a few culturally authentic gestures when greeting others and during leave takings	Teacher will greet and ask students "How are you?" in target language. Students will respond appropriately.
7.1.NL.PRSNT.4	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures	Teacher will remind students of current season and today's weather in Spanish.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Teacher observation; student	Verbal/oral benchmark.	TPR

participation.	Correctly identify colors in Spanish. Correctly recite numbers 1-20 in Spanish.	Calico Spanish songs for Kids Teacher generated resources Bean bags Number chart

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Rockalingua.com Teacher Catalina 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)

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 Use of educational websites: www.khanacademy.org	Provide opportunities for direct translation through pantomime Verbal discussion with teacher and classmates

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem	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.

Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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 members
School supplies
Pets
weather
Greetings based on different levels of language formality
school supplies in target culture and in the United States
Authentic songs and dances as a reflection of target-language people