

# Fairfield School District

## World Language through Technology Curriculum

Kindergarten through Sixth Grade

Karissa Yelovich



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## **MISSION**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

## **Vision**

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## **Intent and Spirit of the World Languages Standard**

The study of world languages is spiraling and recursive and aligned to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in preschool or kindergarten and continuing at least through the freshman year of high school.

<p style="text-align: center;"><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>● Written evaluations</li> <li>● Oral expression</li> <li>● Group projects and presentations</li> <li>● Observation of skill development</li> <li>● Use of Google Classroom apps</li> </ul>	<p style="text-align: center;"><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>● CDs</li> <li>● Posters</li> <li>● Handouts</li> <li>● SMART boards</li> <li>● Videos / DVDs</li> <li>● Internet websites</li> <li>● Language journals and magazines</li> <li>● Chromebook</li> </ul>
<p><b><u>Goals-</u></b> After completing this program, a student will be able to:</p> <ul style="list-style-type: none"> <li>● Have basic conversational language in Spanish and Italian</li> <li>● Explain cultural traditions in Spanish and Italian speaking countries</li> <li>● Use Google Slides to present on grade level topic</li> </ul>	<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>● Teacher modeling</li> <li>● Student choral responses</li> <li>● Teacher, peer, and individual oral language</li> <li>● Visual aids</li> <li>● Lecture and demonstration</li> <li>● Critiques</li> </ul>

WORLD LANGUAGE THROUGH TECHNOLOGY  
PACING CHART

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
K	<u>Spanish</u> Greetings Colors Numbers 1-20	<u>Spanish</u> Greetings Colors Numbers 1-20	<u>Spanish</u> Greetings Colors Numbers 1-20	<u>Spanish</u> Greetings Colors Numbers 1-20	<u>Spanish</u> Greetings Colors Numbers 1-20
1	<u>Spanish</u> Greetings Review Colors Review Numbers Animals -Pets -Farm -Zoo -Body Parts	<u>Spanish</u> Greetings Review Colors Review Numbers Animals -Pets -Farm -Zoo -Body Parts	<u>Spanish</u> Greetings Review Colors Review Numbers Animals -Pets -Farm -Zoo -Body Parts	<u>Spanish</u> Greetings Review Colors Review Numbers Animals -Pets -Farm -Zoo -Body Parts	<u>Spanish</u> Greetings Review Colors Review Numbers Animals -Pets -Farm -Zoo -Body Parts
2	<u>Spanish</u> Greetings Calendar Unit <ul style="list-style-type: none"> <li>● Days</li> <li>● Months</li> <li>● Seasons</li> <li>● Weather</li> </ul>	<u>Spanish</u> Greetings Calendar Unit <ul style="list-style-type: none"> <li>● Days</li> <li>● Months</li> <li>● Seasons</li> <li>● Weather</li> </ul>	<u>Spanish</u> Greetings Calendar Unit <ul style="list-style-type: none"> <li>● Days</li> <li>● Months</li> <li>● Seasons</li> <li>● Weather</li> </ul>	<u>Spanish</u> Greetings Calendar Unit <ul style="list-style-type: none"> <li>● Days</li> <li>● Months</li> <li>● Seasons</li> <li>● Weather</li> </ul>	<u>Spanish</u> Greetings Calendar Unit <ul style="list-style-type: none"> <li>● Days</li> <li>● Months</li> <li>● Seasons</li> <li>● Weather</li> </ul>
3	<u>Spanish</u> Greetings School Unit - School Supplies  Home/Family -Rooms in a house -Family Member Names	<u>Spanish</u> Greetings School Unit -School Supplies  Home/Family -Rooms in a house -Family Member Names	<u>Spanish</u> Greetings School Unit -School Supplies  Home/Family -Rooms in a house -Family Member Names	<u>Spanish</u> Greetings School Unit - School Supplies  Home/Family -Rooms in a house -Family Member Names	<u>Spanish</u> Greetings School Unit -School Supplies  Home/Family -Rooms in a house -Family Member Names

4	Spanish/Italian Greetings Places in a Community	Spanish/Italian Greetings Places in a Community	Spanish/Italian Greetings Places in a Community	Spanish/Italian Greetings Places in a Community	Spanish/Italian Greetings Places in a Community
5	Spanish/Italian Greetings Clothing Likes/Dislikes	Spanish/Italian Greetings Clothing Likes/Dislikes	Spanish/Italian Greetings Clothing Likes/Dislikes	Spanish/Italian Greetings Clothing Likes/Dislikes	Spanish/Italian Greetings Clothing Likes/Dislikes
6	Spanish/Italian Greetings Food All about me	Spanish/Italian Greetings Food All about me	Spanish/Italian Greetings Food All about me	Spanish/Italian Greetings Food All about me	Spanish/Italian Greetings Food All about me

**Kindergarten - World Language/Technology**  
**Spanish**

**Duration 6-8 Weeks**

Greetings, Numbers, Colors, Shapes

**Standards**

- 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. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL. IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals
- 7.1.NL.PRSNT.1 Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

**Interdisciplinary Connections**

**English/Language Arts**

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**Math:**

- 1.0 C Add and subtract within 20.
- 1.0 G Reason with shapes and their attributes.

**Social Studies**

- 6.1.2GEO.SV.1 Use maps to identify location and physical features(eg, continents, oceans, rivers, lakers mountains)

**Technology Integration/ Computer Science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

## 21st Century Skills Integration

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

## Goals/Essential Questions

### Students will be able to:

- Understand that greetings are a way of starting a conversation in any language.
- Understand that knowing Spanish is important for many reasons not limited to but including the following: travel, meeting new friends, having a job, and many other reasons.
- Understand that Spanish is the second language most widely spoken in the United States.
- Name colors in Spanish.
- Name shapes in Spanish.
- Describe what color a certain shape is in Spanish.
- Express likes and dislikes of colors.
- Name four basic shapes in Spanish.
- Count up to 20 in Spanish and count objects
- Identify colors in a story book

### Essential Questions

- Why are colors important?
- Why is it important to know colors and shapes?
- Why are numbers important?

## Accommodations and Modifications

- HEP Be recorded performing the color song (presentation)
- Tier 2 Practice conversational (interpersonal) greetings
- Tier 3 Learn the color names through song
- 504 Use song and online videos to learn colors and numbers
- ELL Play identification game at the white board (interpretive)
- IEP Use Lucas' white board to practice colors and numbers



**Grade One - World Language/Technology**  
**Spanish**

**Duration 6-8 weeks**

Greetings, Review Colors, Review Numbers, Animals: Pets, Farm, Zoo, Body Parts

**Standards**

- 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.3: Recognize a few common gestures associated with the target culture (s).
- 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL. IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.

**Interdisciplinary Connections**

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 2.1.2.PGD.5: List medically accurate names for body parts

**Technology Integration/ Computer Science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide

**21st Century Skills Integration**

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

## Goals/ Essential Questions

### Students will be able to:

- Understand that greetings are a way of starting a conversation in any language.
- Understand that knowing Spanish is important for many reasons not limited to but including the following: travel, meeting new friends, having a job, and many other reasons.
- Understand that Spanish is the second language most widely spoken in the United States.
- Identify information about people(e.g. physical characteristics, personal qualities, and age
- Ask and respond to memorized questions about self and others
- Describe self and others
- The names of animals
- Name some pets, farm and zoo animals .

### Essential Questions

- Why is it important to communicate and describe yourself?
- Why is knowing animal names (vocabulary) important in any language?

## Accommodations and Modifications

- HEP Present the farm animals from the table on a slideshow (presentation)
- Tier 2 Practice conversational (interpersonal) speech
- Tier 3 Watch videos and practice naming animals
- 504 Sing "Old McDonald" in Spanish
- ELL Watch videos and practice identifying animals (interpretive)
- IEP Have stronger peers converse with others

**Grade Two- World Language/Technology**  
**Spanish**

**Duration 6-8 weeks**

Greetings, Days of the week, Months of the year, weather/seasons

**Standards**

- 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.3: Recognize a few common gestures associated with the target culture (s).
- 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL. IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.

**Interdisciplinary Connections**

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year

**Technology Integrations/ Computer science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

**21st Century Skills Integration**

- 9.4.2.CI.2: Demonstrate originality and inventiveness in work
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

## Goals/ Essential Questions

Students will be able to...

- Understand that greetings are a way of starting a conversation in any language.
- Understand that knowing Spanish is important for many reasons not limited to but including the following: travel, meeting new friends, having a job, and many other reasons.
- Understand that Spanish is the second language most widely spoken in the United States.
- Name the months of the year and days of the week in Spanish.
- Say in Spanish when their birthday is in a sentence.
- Identify the weather outside.
- Name the four seasons in Spanish.
- Express what seasons they like and dislike in Spanish.
  
- Why is knowing the months of the year important?
- Why is knowing the weather important?
- How does having days of the week help?

## Accommodations and Modifications

- HEP Write opinion piece about favorite day of the week and share with classmates (presentation)
- Tier 2 Use video support to practice days of the week
- Tier 3 Relate days of the week to the poster (interpretive)
- 504 Make a schedule with words and activities (interpersonal)
- EI Sing days of the week songs (Adams Family tune)
- IEP Support with writing their favorite day statement

**Grade Three - World Language/Technology**  
**Spanish**

**Duration 6-8 weeks**

Greetings, school supplies, family members, house objects

**Standards**

- 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.3: Recognize a few common gestures associated with the target culture (s).
- 7.1.NL. IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL. IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL. IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL. IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL. PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL. PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave-takings.

**Interdisciplinary connections**

- NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Technology Integrations / Computer Science and Design Thinking**

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

**21st Century Skills Integrations**

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.

- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively.
- 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

## Goals / Essential Questions

Students will able to...

- Express the way you greet people around your age (siblings, cousins, friends) is different from how you would greet adults or people of authority.
- Express that some countries use the informal way of greeting parents, grandparents, uncles, aunts, while other Spanish speaking countries would use the formal way of greeting when speaking to parents, grandparents, uncles, aunts, etc.
- Express greetings are ways of starting a conversation and are essential for verbal communication.
- Identify classroom objects -furniture/school supplies
- How can knowing classroom objects help you in Foreign Language class?
- What are the similarities/differences that exist among schools in different countries?

## Accommodations and Modifications

- HEP     Google Slide presentation: write a Spanish sentence/story about items in their backpack (presentation)
- Tier 2   Google Slide presentation: copy the picture and write an English transition
- Tier 3   Google Slide presentation: copy the term and add a picture
- 504     Practice conversational (interpersonal) speech: feelings – how are you
- ELL     Use pictures instead of words when writing stories (interpretive)
- IEP     Create a family tree with members' names

**Grade Four - World Language/Technology**  
**Spanish/Italian**

**Duration 6- 8 weeks**

Spanish:Greetings, places in town  
Italian: Greetings, places in town

**Standards**

- 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).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

**Interdisciplinary Connections**

- NJSLs: SL.4.1.(English/Language Arts) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.P.B.1-Develop an awareness of the physical features of the neighborhood/community
- 6.1.P.B.2-Identify, discuss, and role-play the duties of a range of community

**Technology Integrations/ Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## 21st Century Skills Integration

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- CLKS9 Work productively in teams while using cultural/global competence.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

## Goals/ Essential Questions

Students will be able to...

- express that everything has a name so that it can be identified in conversations (places, people)
- express that community is a part of our country/world
- Express communities vary in size, but most share common places where people can go.
  
- Why is it important to know how to say places in the community?
- Do you think all communities are the same or different? Explain

## Accommodations/ Modifications

- HEP Design a community map with both languages and 12 places  
Tier 2 Design a community map with at least 6 labels (presentation)  
Tier 3 Design a community map with at least 8 labels  
504 Create a comic strip where characters tell where they are going in the community  
ELL Show place names on the map and label in their native language and assigned language (interpersonal)  
IEP Give the community map with printed pictures labeling options (interpretive)



**Grade Five - World Language/Technology**  
**Spanish/Italian**

**Duration 6-8 weeks**

Spanish: Greetings, Clothing, **Things I like to do**  
Italian: Greetings, Clothing, **Things I like to do**

**Standards**

- 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.3: Recognize a few common gestures associated with the target culture (s) and visuals to support communication.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.

**Interdisciplinary Connections**

- NJSL: SL.5.1.(English/Language Arts) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Technology Integrations / Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

## 21st Century Skills Integrations

CLKS1 Act as a responsible and contributing community member and employee.  
CLKS4 Demonstrate creativity and innovation.  
CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.  
CLKS9 Work productively in teams while using cultural/global competence.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.  
.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

## Goals/ Essential Questions

Students will be able to...

- Express that we are all unique; therefore, we have different interests. Some people may like similar things, but others may have different interests. It is what makes us all special and interesting.
- How to ask and respond to a friend about liking or disliking certain activities.
- Vocabulary pertaining to hobbies.
- The use of vocabulary acquisition will help with communication (clothing names)
- How does meeting people with both similar and different interests make this world a more interesting place to live?
- Why is it important to know how different cultures dress?
- How do the clothes in your country differ from targeted culture?

## Accommodations and Modifications

HEP Learn the verb “to wear” and create a slideshow with properly conjugated verbs (presentation)  
Tier 2 Create a store brochure and describe it with adjectives – 10 items (interpersonal)  
Tier 3 Create a store brochure and describe it with adjectives – at least 4 items  
504 Act out behaviors that would occur in different parts of the store  
ELL Show similarities from their native language to the studied language (interpretive)  
IEP Provide the brochure and have students identify items in the store from a word bank

**Grade Six - World Language/Technology**  
**Spanish/Italian**

**Duration 6-8 weeks**

Spanish: Greetings, Food, About me  
Italian: Greetings, Food, About me

**Standards**

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: 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.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

**Interdisciplinary Connections**

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- SOC.6.3.12 All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- VPA.1.2.5.A.CS1 Art and culture reflect and affect each other.
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**Technology Integrations / Computer Science and Design Thinking**

- 8.1.5.DA.1: Collect, organize and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.1: Explain the functions of a system and its subsystems.

**21st Century Skills Integrations**

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

- CLKS9 Work productively in teams while using cultural/global competence.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

### Goals/ Essential Questions

- The way you greet people around your age (siblings, cousins, friends) is different than how you would greet adults or people of authority.
- Food is a common topic of conversation in any language.
- Knowing food in Spanish/Italian can help if they were to travel to a Spanish/Italian speaking country.
- Vocabulary learned in languages can help in communicating thoughts and ideas.
- Learning a new language can help to communicate more effectively in today’s global society.
- Why do you think knowing greetings are important for having a conversation?
- Why do you think that in Spanish you greet friends differently than how you would greet adults?
- How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?
- How do I describe myself and others?
- How do I ask and answer questions?

### Accommodations and Modifications

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| Hep    | Students can research other food names and come up with questions to ask their classmates and include visuals to “teach” the lesson. |
| Tier 2 | Students can ask and respond to questions without the use of a paper and guide.  |
| Tier 3 | Create a grocery list, listing foods from different categories   |
| 504    | Practice the names of foods and create a grocery store list to share (interpersonal)   |
| ELL    | Show a chart with money and food   |