

Hainesport Township School District
211 Broad Street Hainesport, NJ 08036



Course Title: World Language Grade: K
Board of Education Adoption Date: August 2, 2012
Board of Education Revision Date: December 18, 2018
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January 4, 2024

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Course Description and Concepts

It is the mission of the Hainesport Township School District to provide a safe, supportive and challenging educational environment in a familial school atmosphere that enables each child to develop intellectually, emotionally, socially, and physically. Students in Kindergarten will explore concepts at the basic level of language proficiency in the area of Latin American Spanish. Each of the 15 lessons provide opportunities for students to receive direct instruction from the instructor and supportive technology assisted instruction from the SALSA Video Series.

Students meet for one class period once during the 6 day academic scheduling cycle. There are approximately 30 class periods for World Language instruction at the Kindergarten level.

About the SALSA Program:

Salsa is Georgia Public Broadcasting's award-winning Spanish language series for young learners in kindergarten through the third grade. Puppets in familiar stories, digital graphics and animation teach the language.

Instructors do not need to be certified to teach a foreign language or be familiar with Spanish in order to use Salsa. It can be used in the classroom and homeschools and by anyone interested in teaching young kids to speak Spanish. Each video lesson is preceded by a staff development component that acquaints the instructor with the content and the objectives of the lesson, reviews all vocabulary words and demonstrates the correct pronunciation of all Spanish words included in the lesson.

There are 42 video lessons in the Salsa series. Please see this link for the complete series ([Salsa Series](#)). There are also fun interactive Salsa games for students to play. ([games for students](#))

Realistic Expectations for the SALSA Grades K-2:

What can we realistically expect students to know and be able to do in Spanish at the end of the SALSA/WyFLES program?

- Positive Attitudes toward other languages and cultures as well as toward people who come from other cultures and speak other languages;
- Motivation to learn languages;
- Confidence in their ability to learn and be able to communicate in other languages;
- Listening Comprehension: the ability to listen and understand some basic spoken Spanish;
- Strong Pronunciation Skills: the ability to pronounce Spanish words with a native or near native accent;
- Some Basic Interpersonal Communication Skills: for example, greetings and talking simply about topics in their daily lives at school and at home.

Introduction World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state’s global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state’s multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding 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 enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

World Languages Standard Learning Progressions

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
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<ul style="list-style-type: none"> ● Novice Low ● Novice Mid ● Novice High ● Intermediate Low ● Intermediate Mid ● Intermediate High ● Advanced Low 	<ul style="list-style-type: none"> ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
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Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> ● Novice Low ● Novice Mid ● Novice High ● Intermediate Low ● Intermediate Mid ● Intermediate High ● Advanced Low 	<ul style="list-style-type: none"> ● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
<ul style="list-style-type: none"> ● Intermediate Mid ● Intermediate High ● Advanced Low 	<ul style="list-style-type: none"> ● Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> ● Novice Low ● Novice Mid 	<ul style="list-style-type: none"> ● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

<ul style="list-style-type: none"> • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	
<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	<ul style="list-style-type: none"> • Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Level Classification Rubric: *Note Teacher will classify student level at the end of each course of study.*

Novice Low (Kindergarten)	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low
Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJ Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

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.

Pacing Guide

(Click here for the [SALSA Scope & Sequence](#))

Unit Topic	Unit #	APX Unit Length
SALSA Lesson 101 Goldilocks and the Three Bears	I	1-2 Instructional Period
SALSA Lesson 102 Making Soup	II	1-2 Instructional Period
SALSA Lesson 103 The New Chair	III	1-2 Instructional Period
SALSA Lesson 104 Hide and Seek	IV	1-2 Instructional Period
SALSA Lesson 105 The Birthday Party	V	1-2 Instructional Period
SALSA Lesson 106 Too Many Cooks	VI	1-2 Instructional Period
SALSA Lesson 107 Little Red Riding Hood	VII	1-2 Instructional Period
SALSA Lesson 108 Disguises	VIII	1-2 Instructional Period
SALSA Lesson 109 Manners	IX	1-2 Instructional Period
SALSA Lesson 110 Gutbusters	X	1-2 Instructional Period
SALSA Lesson 111 Little Blue Riding Hood	XI	1-2 Instructional Period
SALSA Lesson 112 The Wolf's Share	XII	1-2 Instructional Period
SALSA Lesson 113 Three Clever Goats	XIII	1-2 Instructional Period

SALSA Lesson 114 Special Delivery	XIV	1-2 Instructional Period
SALSA Lesson 115 Quiz Show	XV	1-2 Instructional Period

Lesson 101

Content Area	World Language
Unit Title	Goldilocks and the Three Bears
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	The Three Bears (Los tres osos) decide to go for a walk because the soup they have prepared for dinner is too hot. Finding the bears away, Goldilocks (Ricitos de Oro, played by Niña) explores their home with great curiosity until she accidentally breaks Baby Bear's (Bebé Oso) chair. The bears return to discover not only a surprise guest snuggled in Baby Bear's bed, but also the badly damaged chair.
Interdisciplinary Connections	ELA/Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources

- [SALSA Lesson 101](#)
- [Goldilocks and the Three Bears Script](#)
- [Activity](#)

World Language Vocabulary Covered in this Unit

- grande, pequeño/pequeña (big, small)

Direct Instructional Goals

- Read Goldilocks and the three bears in English and then show salsa video of goldilocks and the three bears in Spanish
- Locate items that can be classified as small, medium, and large.

Lesson 102

Content Area	World Language
Unit Title	Making Soup
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Goldilocks (Ricitos de Oro, played by Niña) returns to the home of The Three Bears (Los tres osos) to redeem herself by making soup. But first she leaves to find her friend, Little Rat (Ratoncito), to help her. Once again the soup turns out to be too hot to eat and the entire group goes for a walk—all except Salsa, who enjoys the soup on his own.
Interdisciplinary Connections	Science
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> ● 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). Interpersonal Mode of Communication

	<ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 102 ● Making Soup Script ● Activity
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World Language Vocabulary Covered in this Unit

- caliente, frío/fría (hot, cold)

Direct Instructional Goals

- Make a drawing of the 3 bears in clothes for warm and cold weather.

Lesson 103

Content Area	World Language
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Unit Title	The New Chair
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Goldilocks (Ricitos de Oro, played by Niña), Little Rat (Ratoncito) and The Three Bears (Los tres osos) set about fixing Baby Bear's (Bebé Oso) broken chair. After it is mended, they decide to touch it up with a new coat of paint. The group carefully considers the colors red and green, but the color blue wins the day. To everyone's dismay, Little Rat rocks in the new chair and breaks it again!
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 103 ● The New Chair Script ● Activity
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World Language Vocabulary Covered in this Unit

<ul style="list-style-type: none"> ● rojo/roja, verde, azul (red, green, blue)

Direct Instructional Goals

<ul style="list-style-type: none"> ● Students can create a painting of objects, scenes using the matching colors of red, green and blue.

Lesson 104

Content Area	World Language
Unit Title	Hide and Seek
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods

Unit Rationale	Baby Bear (Bebé Oso) decides to play a game of hide and seek with his new friends-Goldilocks (Ricitos de Oro, played by Niña), Little Rat (Ratoncito) and Salsa. After everyone hides, Baby Bear searches high and low, atop beds and underneath tables, interrupting Papa Bear's (Papá Oso) sleep in the process. Once Little Rat and Goldilocks have turned up, everyone looks for Salsa, who they find in a green bowl – where he's enthusiastically playing maracas.
Interdisciplinary Connections	Art/Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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.

	<p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 104 ● Hide and Seek Script ● Activity

World Language Vocabulary Covered in this Unit

- rojo/roja, verde, azul (red, green, blue)

Direct Instructional Goals

- Use modeling clay to create balls that are small and large. Sort them by color and size using appropriate Spanish words.

Lesson 105

Content Area	World Language
Unit Title	The Birthday Party
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Goldilocks (Ricitos de Oro, played by Niña) and Little Rat (Ratoncito) join The Three Bears (Los tres osos) to celebrate Baby Bear's (Bebé Oso) fifth birthday in a festive, traditional manner. During the party preparations, Baby Bear reveals that he wants a puppy. After breaking open a piñata and blowing out the candles on his birthday cake, Baby Bear begins opening gifts. He receives a banana, an apple, a soccer ball, a wooden train, a yellow shirt, and finally-a puppy!

Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 105 ● The Birthday Party Script ● Activity
World Language Vocabulary Covered in this Unit	
<ul style="list-style-type: none"> ● amarillo/amarilla, gracias (yellow, "thank you") 	
Direct Instructional Goals	
<ul style="list-style-type: none"> ● create a painting/drawing using marked containers - verde, rojo, azul, and amarillo 	

Lesson 106	
Content Area	World Language
Unit Title	Too Many Cooks
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	The Girl (Niña) and the Dog (Perro) find that too many cooks spoil the broth-or, in this case, the hot chocolate. While watching a cooking show on television, the two decide to make hot chocolate. After the pair leave the kitchen to let their concoction simmer, Little Rat (Ratoncito) and other characters drop by to add some unconventional ingredients to the recipe, including a tennis shoe.
Interdisciplinary Connections	Art/Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.

	CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 106 ● Too Many Cooks Script ● Activity

World Language Vocabulary Covered in this Unit

- el chocolate, la manzana (chocolate, apple)

Direct Instructional Goals

- Students search through magazines to find pictures of dogs, and how many are in the picture, sort objects by color, and discuss numbers, colors, size, etc..

Lesson 107

Content Area	World Language
Unit Title	Little Red Riding Hood
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Little Red Riding Hood (Caperucita Roja, played by Niña) meets the Wolf (el Lobo) on the way to Grandmother's (la Abuela) house. After seeing that she is bearing many treats, the Wolf hatches a plan to steal them that leads to taking both Little Red Riding Hood and Grandmother prisoner. Lucky for them, Salsa witnesses everything and tells a policeman, who saves the day.
Interdisciplinary Connections	Social Studies/Community
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic

	<p>materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 107 ● Little Red Riding Hood Script ● Activity
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World Language Vocabulary Covered in this Unit

- me gusta, la abuela ("I like" or "I like it," grandmother)

Direct Instructional Goals

- N/A

Lesson108

Nurse to Deliver Lesson on Dental Hygiene

Content Area	World Language
Unit Title	Disguises
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	The Wolf (el Lobo) takes on different disguises in his relentless quest for food. He pretends to be a chocolate salesman, a singer and, finally, a maid. Little Red Riding Hood (Caperucita Roja, played by Niña) and Grandmother (la Abuela) take pity on the poor Wolf and offer him a banana and some flowers, but the flowers make him sneeze.
Interdisciplinary Connections	Health
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> ● 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). Interpersonal Mode of Communication

	<ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 108 ● Disguises Script ● Activity
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World Language Vocabulary Covered in this Unit

- los dientes, los ojos (teeth, eyes)

Direct Instructional Goals

- Students will gain an understanding of dental hygiene based on direct instruction from the school nurse.

Lesson 109

Content Area	World Language
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Unit Title	Manners
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Still not satisfied, the Wolf (el Lobo) tries one more disguise in an effort to get food. Grandmother (la Abuela) allows the Wolf to enter dressed as an old man. Even though everyone can plainly see it's the Wolf, they decide to play along with his charade in order to teach him to say "please" and "thank you." When he's finally allowed to eat, the Wolf makes himself ill by devouring everything in sight. Bloated and queasy, the Wolf is carried away on a stretcher.
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
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Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 109 ● Manners Script ● Activity
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World Language Vocabulary Covered in this Unit

<ul style="list-style-type: none"> ● las manos, por favor (hands, "please")
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Direct Instructional Goals

<ul style="list-style-type: none"> ● Create a handprint collage and label with the four colors of paint: verde, rojo, azul, and amarillo.
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Lesson 110

Content Area	World Language
Unit Title	Gutbusters
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods

Unit Rationale	Grandmother (la Abuela) puts the Wolf (el Lobo) on a diet and exercise program after discovering how much weight he has gained. First he proves to be a poor runner, complaining of fatigue and aching feet. Then the Wolf finds himself frustrated when Grandmother serves Little Red Riding Hood (Caperucita Roja, played by Niña) a larger portion of food. Finally, Grandmother shows the Wolf how to lift weights and even gets him hopping through her aerobics class.
Interdisciplinary Connections	Science
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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.

	<p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 110 ● Gutbusters Script ● Activity

World Language Vocabulary Covered in this Unit

- la cabeza, la nariz (head, nose)

Direct Instructional Goals

- Draw a simple animal picture and name the appropriate body parts.

Lesson 111

Content Area	World Language
Unit Title	Little Blue Riding Hood
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Baby Bear (Bebé Oso) and Little Rat (Ratoncito) have fun making up their own version of Little Red Riding Hood. In their story, Little Blue Riding Hood (Caperucita Azul, played by Niña) is skipping through the forest with a puppy, as well as a basket containing a hamburger and french fries. She encounters the Wolf (el Lobo), who rushes ahead and ties up Grandmother (la Abuela) before she can arrive. Meanwhile, Little Blue Riding Hood runs into some bees, who chase her to

	Grandmother's house. Eventually, the persistent bees chase all of the characters back to the playroom.
Interdisciplinary Connections	Science/Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 111 ● Little Blue Riding Hood Script ● Activity
World Language Vocabulary Covered in this Unit	
<ul style="list-style-type: none"> ● los dientes, me gusta (teeth, "I like" or "I like it") 	
Direct Instructional Goals	
<ul style="list-style-type: none"> ● Play the game Simon says using Spanish words for body parts Provide a broad range of art materials to make a mask. 	

Lesson 112	
Content Area	World Language
Unit Title	The Wolf's Share
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Little Red Riding Hood (Caperucita Roja, played by Niña) and the Wolf (el Lobo) become friends by learning to share and solve problems together. Grandmother (la Abuela) has prepared a basket of goodies to send along with Little Red Riding Hood on her way home. Along the way she meets the Wolf, who also has food. Because they both want what the other has, they decide to negotiate a fair trade of food items. Sharing makes them realize they are actually friends and inspires them both to break into song.
Interdisciplinary Connections	SEL
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills.

	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 112

- [The Wolf's Share Script](#)
- [Activity](#)

World Language Vocabulary Covered in this Unit

- los amigos, las papas fritas (friends, french fries)

Direct Instructional Goals

- Draw pictures of friends playing. Discuss what it means to have a friend and to be a friend to someone.

Lesson 113

Content Area	World Language
Unit Title	Three Clever Goats
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	The Three Goats (Los tres chivos) wish to go to a pizza restaurant located on the other side of a bridge. The problem is, the bridge is home to the Monster (el Monstruo), who doesn't wish to let them pass. The Monster first encounters Little Goat (Chivo Pequeño), who tells him to wait for Medium Goat (Chivo Mediano), who is much bigger and more worthy of his attention. The Monster allows him to pass. Medium Goat informs the Monster that a still bigger goat is on the way, which wins him passage. Finally, Big Goat (Chivo Grande) arrives and the Monster proves to be no match for him.
Interdisciplinary Connections	Math
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	<p>Interpretive Mode of Communication</p> <ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 113 ● Three Clever Goats Script ● Activity
World Language Vocabulary Covered in this Unit	

- los ojos, el monstruo (eyes, monster)

Direct Instructional Goals

- Draw a monster including facial features and body parts.

Lesson 114

Content Area	World Language
Unit Title	Special Delivery
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	Once again, The Three Goats (Los tres chivos) want pizza. This time they decide to call for a delivery. The Pizza Girl (la Niña de la Pizzería, played by Niña) takes their order. On her way to deliver the pizzas, the Pizza Girl encounters the Monster (el Monstruo), who tries to frighten her before noticing her purple hair, which frightens him! The Pizza Girl arrives at The Three Goats' home to discover she has delivered the wrong order. Returning, she runs into the Monster again, who falls into a creek due to his fear of all things purple.
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication

	<ul style="list-style-type: none"> ● 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). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 114 ● Special Delivery Script ● Activity

World Language Vocabulary Covered in this Unit

- el queso, el tomate (cheese, tomato)

Direct Instructional Goals

- Create a pizza using construction paper.

Lesson 115

Content Area	World Language
Unit Title	Quiz Show
Target Course / Grade Level	Latin American Spanish Grade K
Recommended Pacing	1-2 Instructional Periods
Unit Rationale	The Three Bears (Los tres osos) compete against The Three Goats (Los tres chivos) in the "¿Qué es" game show, hosted by the Monster (el Monstruo). Asking the question, "What is it?" The show presents items for contestants to identify. The Three Goats win the contest and a toy car by correctly identifying the color green, but they end up envying The Three Bears, who have taken home the runner-up prize of a large pizza. Back at the playroom, a trade is arranged and everyone celebrates!
Interdisciplinary Connections	Art
21st Century Themes; Global, Health & Civic Literacy	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Career Readiness, Life Literacies, & Key Skills	Technology Literacy: Different digital tools have different purposes.
Computer Science & Design Thinking	N/A
World Language Standards Addressed	Interpretive Mode of Communication <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> ● 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). <p>Interpersonal Mode of Communication</p> <ul style="list-style-type: none"> ● 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.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. <p>Presentational Mode of Communication</p> <ul style="list-style-type: none"> ● 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.
Supplemental Class Resources	<ul style="list-style-type: none"> ● SALSA Lesson 115 ● Quiz Show Script ● Activity
World Language Vocabulary Covered in this Unit	
<ul style="list-style-type: none"> ● el carro, morado/morada (car, purple) 	
Direct Instructional Goals	
<ul style="list-style-type: none"> ● Discover mixing paint. (Collaborate with art) 	

Teacher Resources Best Practices
[50 Best Practices For Language Teachers](#)

For additional SALSA print resources with a scope and sequence guide, click here to visit the [Wyoming Department of Education](#) website.

Modifications for SpEd/ESL/Students at Risk/Gifted

- Complete fewer or different homework problems than peers
- Write shorter papers
- Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or IR&S Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher’s lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)

- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material
- Get graded or assessed using a different standard than the one for classmates

World Languages Curriculum

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

Theme/Unit: Novice (K-3rd)	Suggested Sequence: Ongoing
<p>New Jersey Student Learning Performance Expectations:</p> <p>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.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: 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.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: 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.</p>	
<p>Core Ideas:</p> <ul style="list-style-type: none">● Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.● Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.● Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	
<p>Intercultural Statements:</p> <ul style="list-style-type: none">● Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners own culture.● Learners recognize and identify a few typical practices of the target culture.	<p>Possible Topics:</p> <ul style="list-style-type: none">● 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.
<p>Knowledge, Skills, and Instructional Objectives: Students will be able to:</p>	

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

- Identify a few memorized and practiced words when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions
- Respond with physical actions and/or gestures to simple oral directions, commands, and requests
- Recognize and demonstrate a few common gestures associated with the target culture
- Recognize and state a few memorized words related to weather and climate (including climate change) in the target culture
- Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced
- Share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced (with the help of gestures and/or visuals,)
- Tell others a few basic preferences and/or feelings using memorized words and phrases
- Follow a few procedural instructions, directions, and commands in classroom situations.
- Tell a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals

Instructional Materials/Resources:

- Posters
- Examples of food, supplies, colors, etc.

Suggested Vocabulary:

Greetings, family members, school supplies, pets, weather.

Technology:

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.1: Collect and present data, including climate change data, in various visual formats

Career Readiness:

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Recommended Instructional Activities:

- Use physical movement to demonstrate understanding while teacher provides a series of commands
- Draw pictures that demonstrate understanding while teacher provides a series of commands
- Hold up pictures that correspond to the message delivered while listening to a story, song, or poem
- Use gestures, visuals, or body movement to reenact a story as the teacher tells it

Extension Strategies/Activities:

- Create a picture dictionary of learned vocabulary

Modification Strategies/Activities:

- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners

Hainesport Township School District

Curriculum Guide

Grade K-2 Novice Content Area: World Languages

	<ul style="list-style-type: none">● Provide alternate form or assessment IE: projects, dioramas● Pair low level readers with high level readers● Retell story by drawing or speaking● Visual aids● Advance notice for tests● Provide a copy of notes● Provide study guide● <input type="checkbox"/> Modified tests as needed
<p>Suggested Assessments:</p> <p>Performance Task:</p> <ul style="list-style-type: none">● Perform a physical activity that shows comprehension of a teacher’s instructions● Use gestures appropriately in context (respond to statements or initiate conversation) <p>Other Assessment Evidence:</p> <ul style="list-style-type: none">● Identify a gesture from a selection of gestures provided● Hold up pictures that correspond to a given greeting	

Support Documents

Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

Introduction

The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.

In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.

While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.

– Carol Ann Tomlinson; How to Differentiating Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.