

2020 World Language Standards
2022 mandated implementation date, Board Approved August 25, 2021

	Unit 1 13 Weeks	Unit 2 13 Weeks	Unit 3 13 Weeks
Grade K	Welcome to School Students will be introduced to the school setting. They will need to identify common objects with spoken words from the target language. They will also learn how to respond to normal classroom questions and routines with the correct verbiage from the target language. Students will eventually practice these classroom routines through exchanges held in the target language.	Family and Friends Students will explore the world of Goldilocks and the Three Bears to learn about family members, animals, household objects, and various shapes and sizes. To demonstrate their understanding of the plot, they will dramatize the story in a presentational manner. They will also transfer information from the narrative to answer questions about their own friends and family members.	Parts of the Body This unit will focus on the parts of the body and responses to the questions “How are you?” and “Why?”. Students will utilize the appropriate verbiage. The emphasis on anatomy will also connect to counting, such as we have five fingers, two hands, etc.. Students will commit the vocabulary from this unit to memory through recitations of familiar songs about parts of the body and physical and emotional expressions of well-being.
Standards	<p>7.1.2.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>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s)</p> <p>7.1.2.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>7.1.2.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 repeatedly practiced.</p> <p>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in</p>	<p>7.1.2.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>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p>	<p>7.1.2.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>7.1.2.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>7.1.2.NL.IPERS.4 React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.2.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>classroom situations.</p> <p>7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.2.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>7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<p>7.1.2.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>7.1.2.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>7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	
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Grade 1	Showing Kindness Students will review words for greetings and leave-takings from the target language. There will be an emphasis on culture and the titles used to address certain individuals in the target culture. Students will demonstrate their understanding of greetings and formalities through interactive dialogue around the question, "How are you?"	Our Animal Friends This unit will begin with a review of the family members from the students' households and shift to the animal friends with whom they share the world. They will discuss the animals that they like and dislike. Students will also differentiate between domestic and wild animals. There will be references to animals that inhabit the environment in select countries from the target culture and the possible effects of climate change on habitats and animals.	My Interests and Activities This unit will cover the pastimes and activities that students enjoy. By way of comparison, they will also examine the pastimes and activities of children in the target culture. Regarding activities, the students will present their likes and dislikes with the appropriate nouns from the target language.
Standards	<p>7.1.2.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>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.NL.IPRET.3 Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.2.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>7.1.2.NL.IPERS.4 React to a few procedural</p>	<p>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.NL.IPERS.2 With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized</p>	<p>7.1.2.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>7.1.2.NL.IPRET.2 Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.2.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>7.1.2.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>instructions, directions, and commands in classroom situations.</p> <p>7.1.2.NL.IPERS.5 Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.2.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>7.1.2.NL.PRSNT.3 Imitate a few culturally authentic gestures when greeting others and during leave takings.</p>	<p>words and phrases that have been repeatedly practiced.</p> <p>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.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>7.1.2.NL.PRSNT.2 Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p>
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Grade 2	Sharing About Me This unit will include two-way communication about common conversational topics, e.g. a person's name, age, and likes/dislikes. Students will express their favorite colors, rank them, and present objects and items that represent these colors to their classmates.	Things Around the Classroom In this unit, students will identify objects in the classroom by counting and describing them. An emphasis is placed on colors and adjectives as well as hands-on interactions where students will measure objects in the classroom and report their numerical findings in the target language.	Animals and Plants of the Rainforest In this unit, students will explain how the animals and plants of the rainforest are different from their local area. There will also be an Earth Day connection where students learn the importance of protecting the rainforest in addition to vocabulary associated with conservation. Another component to this unit is to identify, compare, and describe the fruits in both the target and native cultures.
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Grade 3	Time in the Spanish World In this unit, students will expand their ability to count numbers by reaching 60. The introduction of vocabulary will include words associated with telling time, units of time, and the various phases of a day. Culture will be integrated into this unit as students examine how the value of time is contingent on numerous cultural factors.	Seasons Around the World The topic of climate change will emerge in this unit through connections to seasons and weather in countries from the target language. Students will compare and contrast the seasons in North America and Spanish-speaking countries. For interpersonal purposes, the students will exchange preferences for climate through a variety of weather questions and expressions.	School Around the World To begin this unit, students will review the vocabulary for colors and classroom objects. Moving forward, they will utilize this knowledge to create shapes out of classroom objects. For a culminating presentational project, they will then design a school uniform using various geometric shapes and colors labeled with the appropriate verbiage from the target language.
Standards	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native</p>	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and</p>	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words</p>

	<p>speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.6 Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>	<p>and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
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Grade 4	All About Numbers Students engaged in this unit will review numbers and expand on their requisite knowledge with much larger quantities that connect to their work in the mathematics classrooms. From a cultural perspective, there will be connections to the number systems and calendars used by ancient civilizations. To cover the presentational mode of language learning, students will recite their phone numbers, express the cultural importance of numbers, and illustrate the calendars from different civilizations with attention to proper verbiage in the target language.	Clothing, Culture, and Seasons In this unit, knowledge from prior units about seasons and weather will combine with the importance of selecting the proper clothing based on the season and location. Students will review colors to enhance the description of their clothing selections. As a means to combine culture and scientific applications, students will compare and contrast the clothing necessary to live and survive in select climates from the target culture and integrate discussions on climate change.	My House and My Room The exterior and interior of a student's home will be on full display for a project where students assemble a digital or homemade replica of their dream room. Prior to this task, they will label items and objects around the house and describe various objects and rooms of the house with appropriate words and colors spoken in the target language.
Standards	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSENT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple</p>	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p>	<p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.5.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p>

	<p>sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.6 Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>	<p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p>
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	Unit 1 3 Weeks	Unit 2 3 Weeks	Unit 3 3 Weeks
Grade 5	Our Class and Family Routines The regularity of routine will be practiced through recycled and newly introduced greetings for students to engage in two-way communication. By way of analogy, students will examine the relationships between their own family members through comparisons to animal families. The unit will also address the cultural significance of the quinceanera and other celebrations within the Latin American realm.	My Community and Interests To begin this unit, students will discuss the sports and leisurely activities mentioned in previous units. Students will expand upon these topics through an exploration of activism in the areas of technology and climate change. There will also be interactive and technological components for students to arrange a presentation that provides simple and descriptive information about their town or city.	My Digital Vacation This unit is a culmination of acquired vocabulary as the words from all prior units will combine for an interactive experience for students to organize their dream digital vacation. During this unit, students will describe how tourism shapes people's lives in Central American countries. They will use vocabulary words related to tourism and climate change to examine and discuss the way that natural disasters have affected the lives of residents from these countries.
Standards	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words</p>	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic</p>	<p>7.1.5.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.5.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.5.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.5.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.5.NM.IPRET.5 Report on the content of short messages that they hear, view, and read in predictable culturally authentic</p>

	<p>and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.5.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.5.NM.IPERS.5 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRESENT.3 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.5.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from age- and level-appropriate, culturally</p>	<p>materials.</p> <p>7.1.5.NM.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.5.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.5.NM.IPERS.6 Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p>7.1.5.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.5.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.5.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.5.NM.PRSNT.5 Present information from</p>
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		authentic materials orally or in writing.	age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.5.NM.PRSNT.6 Name and label tangible cultural products associated with climate change in the target language regions of the world.
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	Unit 1 3 Weeks	Unit 2 3 Weeks	Unit 3 3 Weeks
Grade 6	<p style="text-align: center;">Classroom Communications</p> <p>This unit will connect with previous exposures to classroom and school objects, norms, and greetings. As a means to advance the interaction with the target language, increased attention is paid to <i>written</i> responses to common questions and leave takings. Moreover, the unit will focus on etiquette in the Latin American countries as it relates to terms of endearment. Teachers will also incorporate cultural elements to compare and contrast schools in the United States and Latin America. An all-inclusive final activity will challenge students to identify common classroom and school objects and venture through an online shopping experience for these items.</p>	<p style="text-align: center;">Global Climate Changes</p> <p>For this unit, students will practice their numbers through a daily recitation of the temperature and general weather patterns, using the appropriate terminology from the target language. With respect to the changing climate around the globe, students will compare and contrast weather phenomena from Latin American and United States countries. Regarding a cultural component, the origins of natural disasters will be studied with respect to the ancient beliefs of the Aztecs and Mayans. The unit will finish with the construction, composition, and articulation of a song or poem and weather report written and recorded in the target language.</p>	<p style="text-align: center;">La Familia y La Casa</p> <p>This unit connects with previous interactions with family and household terminology and extends these topics through increased presentational expectations. At the onset, students will ask and respond to questions related to the location of common family members and rooms in a typical house or apartment. There will be cultural connections to the Mexican artist Frida Kahlo through a virtual tour of her home. To expand upon this interaction, students will create their own artistic rendition of a house or living space, whether through artwork or virtual means, to use as a reference to communicate about the locations of people and things in these settings.</p>
Standards	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated</p>

	<p>culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.IPERS.6 Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic</p>	<p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.IPERS.6 Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.8.NH.PRSNT.6 Tell or write a few details</p>	<p>with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.IPERS.6 Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in</p>
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	<p>information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p>	<p>about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>	<p>writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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	Unit 1 3 Weeks	Unit 2 3 Weeks	Unit 3 3 Weeks
Grade 7	Seasons and Fashions At the onset of this unit, there will be a review of weather and clothing terminology. The unit will expand upon that original learning as students will describe items of clothing at the sentence level through structured dialogue. They will also ask and respond to questions about clothing with numbers that go into the hundreds as opposed to the lower counting that occurred in the elementary grades. Culturally speaking, the unit will transport students to the famous flea market in Spain for students to emulate this commerce through their own version of a classroom market.	Perfect Timing Students will review how to tell time on an analog clock and correctly use numbers to accurately express the time. To expand on this earlier skill, students will use transition words and more specific descriptions of the time of day through interpersonal engagement. Moving forward, students will design a daily routine, which will be used as fuel for student-to-student conversations in the target language about classes, teachers, school subjects, and meals. All communication in this unit requires students to describe this personal information through structured dialogue at the sentence level.	International Food and Culture The unit on foods and culture will begin with a review of foods, fruits, and vegetables and continue at a more sophisticated level as students interact in a restaurant setting through a role playing activity. Within these interactions, students will learn the cultural implications of food in the target culture. As an all-inclusive final project, they will collaboratively create an international food menu and for a professional occasion that includes a variety of cultures and nationalities.
Standards	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common</p>

	<p>cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p>	<p>express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	<p>cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or</p>
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	<p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>		<p>in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>
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	Unit 1 3 Weeks	Unit 2 3 Weeks	Unit 3 3 Weeks
Grade 8	<p style="text-align: center;">Our Spanish Speaking World</p> <p>In this unit, students will consider the international importance of the Spanish language. They will then learn to recognize and locate the geographical locations, e.g. North, Central, South America, the Caribbean, and Europe, where Spanish is commonly spoken. In terms of a final project, students will present their findings, both orally and in writing, about influential Hispanic Americans as a means to engage with the presentational mode of Spanish learning.</p>	<p style="text-align: center;">The Hispanic Workforce</p> <p>At the beginning of this unit, students will review how to use adjectives to describe people and then expand on these basic words with additional terms. Using an expanded vocabulary, students will then explore and describe the achievements of famous Latino Americans. They will also discuss jobs that are specific to Spanish-speaking cultures, such as bull fighters and ice merchants, to examine the culture at a deeper level. For a concluding activity, the students will compare and contrast their own lives in relation to the influential people they investigated.</p>	<p style="text-align: center;">Pastimes and Vacation</p> <p>For the final unit for middle school Spanish learners, students will express their likes and dislikes of pastimes and vacation spots with the correct verbiage from the target language. Following this vocabulary review, the students will apply their knowledge to conversations about planning and packing for a vacation. As a culminating experience, they will cooperate to assemble a vacation that accounts for the travel expenses, lodging, and activities for enjoyment. Concerning cultural connections, this unit covers the landmarks, attractions, and recreational sites that draw citizens from around the world to Latin American countries.</p>
Standards	<p>7.1.8.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p>	<p>7.1.8.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.</p> <p>7.1.8.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p>

	<p>authentic materials on global issues, including climate change.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.IPERS.6 Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	<p>7.1.8.NH.IPRET.5 Identify some unique linguistic elements in the target culture.</p> <p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.</p> <p>7.1.8.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.IPERS.6 Using information from</p>	<p>7.1.8.NH.IPRET.6 Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.8.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.</p> <p>7.1.8.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.</p> <p>7.1.8.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.8.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally</p>
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	<p>7.1.8.NH.PRSNT.6 Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.</p>	<p>brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.</p> <p>7.1.8.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.8.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.8.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.8.NH.PRSNT.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.8.NH.PRSNT.5 When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>	<p>authentic materials orally or in writing.</p>
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