

# Unit:World Language

Content Area: **World Languages**  
Course(s):  
Time Period: **Trimester 1**  
Length: **ongoing**  
Status: **Published**

## Brief Summary of Unit

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This unit encourages awareness of different languages. The diverse nature of our society necessitates that children develop an understanding of languages other than their own. In preschool, children are just beginning to learn about language and how it works. Some of their language learning will focus on the language spoken in their homes, and some of this learning will focus on the languages they encounter in their community.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

AL.PK.9.2.3	Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).
WL.PK.7.1	Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.
WL.PK.7.1.1	Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).
WL.PK.7.1.2	Say simple greetings, words, and phrases in a language other than their own.
WL.PK.7.1.3	Comprehend previously learned simple vocabulary in a language other than their own.
WL.PK.7.1.4	Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.

## **Transfer**

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### **Essential Questions**

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- How do I communicate with someone that doesn't speak my language?
- What other ways can I communicate with my peers?

### **Essential Understandings**

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- Students will understand that they can use other languages to communicate, such as Spanish.
- Students will understand that they can use sign language to communicate.

### **Students Will Know**

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- Children will know how to use basic signs and simple spanish words to communicate.
- People use different languages, including sign language, in order to communicate.

### **Students Will Be Skilled At**

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- Counting to 10 in Spanish.
- Recognize and acknowledge simple signs.
- Use basic signs to communicate when necessary.
- Using simple Spanish greetings

### **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Children will be able to count to 10 in Spanish.
- Children will be able to greet peers and teachers in Spanish.
- Children will be able to recognize and acknowledge simple signs.
- Children will use basic signs to communicate when necessary.

## Learning Plan

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- Have visual aids available in the classroom.
- Identify languages spoken by classmates, parents, or visitors and explain that people use different languages.
- Incorporate technology to support the use of basic signs/Spanish.
- Provide children's sign language/Spanish books in the Book Area.
- Provide opportunities for children to hear simple greetings, words or phrases in a language other than their own (including sign language) in appropriate contexts.
- Provide rhymes and songs for children in different languages.
- Teacher encourages students to use basic signs/Spanish.
- Teacher introduces children to basic signs/Spanish.

## Materials

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- Books <http://amzm.to/1RJqMol>, <http://amzn.to/1dpTfCO>
- Classroom Charts
- Handouts
- Smart Board
- Websites-<https://www.pinterest.com/pin/206954545354907226/>  
<http://www.brighthubeducation.com/preschool-lesson-plans/110221-teaching-about-sign-language/>

## Suggested Strategies for Modifications

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Audio accompaniment
- Continued one on one practice
- Extra time
- Hand over hand support
- Repetition
- Visual supports

