

## Grade 1 Spanish - Unit 8: Animals

### Massachusetts Learning Standards Taught in this Unit:

#### Communication Standards

1. Interpretive Communication - In texts and conversations on topics of high familiarity and immediate interest to students, relying upon practiced or memorized words or phrases, supported by repetition, visual aids, and gestures, students:

- a. Recognize traits of multiple cultures and communities. (NL.1.a)
- b. Identify words, phrases, and basic information. (NL.1.b).

2 Interpersonal Communication - In conversations on topics of high familiarity and immediate interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words or phrases, relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners sometimes understand, students:

- a. Respond to culturally diverse interlocutors, products, practices, and ideas by expressing curiosity and empathy. (NL.2.a)
- b. Respond to a few simple, highly practiced questions by providing basic information about themselves. (NL.2.b)
- c. Provide memorized questions. (NL.2.c)

#### Linguistic Cultures Standards

5. Cultures - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Identify typical products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NL.5.a)
- b. Recognize and identify factors that contribute to individual and cultural identities. (NL.5.b)

#### Lifelong Learning Standards

7. Connections - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:

- a. Incorporate age-appropriate, interdisciplinary vocabulary to recognize, exchange, and present information from across content areas. (NL.7.a)
- b. Recognize, exchange, and present diverse perspectives and distinctive viewpoints from authentic age appropriate materials. (NL.7.b)

8. Communities - In settings that students would find familiar and highly predictable, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:

a. Apply cultural and linguistic skills to participate in the school, local, and global community by:

1. Identifying resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NL.8.b.1)

b. Become lifelong learners by:

1. Using languages for enjoyment and enrichment and exploring more options for doing so. (NL.8.b.1)

2. Interacting with speakers/signers of the target language to build diverse relationships. (NL.8.b.2)

3. Identifying uses of the target language in the community. (NL.8.b.3)

4. Choosing goals for linguistic and cultural growth and reflecting upon progress. (NL.8.b.4)