Milford Public Schools
Excellence ★ Honor ★ Tradition

Curriculum Vision Statement

Milford Public Schools believes curriculum is a sequence of high-quality learning experiences aligned to prioritized standards that support all learners. Our curriculum is grounded in Milford's Vision of the Learner: the belief that all learners in our community will engage in assured experiences that are rooted in scholarship, personal development, citizenship, creativity, and innovation.

Through our district's model of High Quality Instruction, all learners will develop a strong knowledge of content and skills while they challenge themselves, exhibit high levels of agency, work autonomously, take risks, live a healthy lifestyle, and develop a sense of community awareness and engagement - where everyone is able to think and act beyond themselves as individuals.

Curriculum Position Statement

Milford Public Schools believes curriculum emcompasses instruction, assessment, and professional learning.

- **Curriculum establishes the knowledge economy of what learners will know and be able to do through assured experiences.**
- **The district's model for High-Quality Instruction involves intentionally engineering environments where agency is cultivated through actionable feedback, a growth mindset, and developmental relationships among all learners.**
- **Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.**

Because ongoing learning is at the center of everything we do, adult learners engage in a cycle of professional learning experiences that allow them to expand their understanding of their own needs and the developing needs of diverse learners so that through continuous reflection, evaluation, and revision they can improve learning experiences within all environments.

Content Area	Course: EWL (Elementary World Language)	**Grade Level: Year 1, Kindergarten Spanish**
World Language EWL	**HQI** **MPS Vision of the Learner** **Developmental Relationships Framework**	

Content Area	Course: EWL (Elementary World Language)	**Grade Level: Year , Kindergarten Spanish**
World Language EWL	**HQI** **MPS Vision of the Learner** **Developmental Relationships Framework** **Course Proposal** **Board Proposal**	
Themes	**Length**	
1. Getting To know Myself/Identity	6-8 weeks	
2. Families & Communities	6-8 weeks	
3. Discover Our World	6-8 weeks	
4. Food/Hunger	6-8 weeks	

Course Big Ideas / Outcomes	Standards-Based Course Level Expectations Proficiency Benchmarks
Students will be able to indicate basic comprehension of rehearsed basic vocabulary sets. **Students will be able to use basic greetings appropriately.** **Students will be able to use courtesy expressions appropriately.**	**Interpretive Communication :** Learners can understand memorized or familiar words when they are supported by gestures or visuals in conversations ***(Novice Low).*** **Interpersonal Communication:** Learners express basic feelings using practiced or memorized words or phrases, with help of gestures or visuals ***(Novice Low).*** **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Theme 1	Getting To know Myself/Identity	**Length of Unit**	6-8 weeks

Inquiry Questions (Engaging & Debatable)	Who am I? How do I present myself to other people? What language skills do I already have? How can I use my existing communication skills to learn a new language? How do I figure out meaning when words are not understood? What strategies and resources help me learn another language?
Standards	• **Interpretive Communication :** Learners can understand memorized or familiar words when they are supported by gestures or visuals in conversations ***(Novice Low proficiency benchmark).*** • **Interpersonal Communication:** Learners express basic feelings using practiced or memorized words or phrases, with help of gestures or visuals ***(Novice Low proficiency benchmark).*** • **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Cultural Comparisons:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. • **Social Justice Anchors:** Learners will develop positive social identities based on their membership in multiple groups in society (Identity); Learners will respond to diversity by building empathy, respect, understanding and connection (Diversity)

Target Vocabulary

- High frequency verbs (super 7)

Vocabulary Expansion: Student generated (personalized vocabulary based on students interests, relevance, etc.)

Language Function	**Related Structures Patterns**
Interpreting Expressing Comprehension	Sientate Levantate A pie Mira Escucha Habla
Expressing comprehension Introducing oneself	me llamo se llama te llamas ¿Cómo?
Expressing comprehension Greeting Welcoming	Hola Adiós Buenos días Buenas tardes Buenas noches

Expressing comprehension Expressing emotions and feelings	¿Cómo estás? Bien Asi asi Mas o menos Mal Muy Feliz
Expressing comprehension Describing weather	Hace sol Está nublado Está lloviendo Hace viento Está nevando Hay nieve Hace calor Hace fresco Hace frio
Expressing comprehension Describing objects	**Colores** (rojo, azul, verde. Amarillo, anaranjado, morado, café, blanco, negro) grande pequeño
Expressing comprehension Story Listening/telling & retelling	hay está Es ***cumulative***

Critical Content: **My students will Know...**	**Performance Indicators:** **My students will be able to (Do)...**

• Introductions in the target language
• Basic salutations in the target language
• Basic farewells in the target language
• Basic courtesy expressions in the target language
• Basic classroom actions in the target language
	Levels of proficiency taken from **novice low**: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.
	• **Interpretive**
	  ○ I can follow the rules of the world language classroom.
	  ○ I can recognize when greetings and leave-takings are expressed.
	  ○ I can recognize people's names when they are introduced.
	  ○ I can recognize basic courtesy words and expressions
	  ○ I can recognize basic action words
	• **Interpersonal**
	  ○ I can greet and leave in an appropriate way
	  ○ I can ask someone's name and give my mine when asked.
	  ○ I can introduce myself when I meet people.
	  ○ I can use appropriate courtesy words and expressions during an exchange
	
	Intercultural communication (Novice)
	Investigate Practices to understand cultural perspectives
	• In my own and other cultures I can identify some typical practices related to familiar everyday life.
	Interact with others in and from another culture
	• I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Cross-curricular connections:	**(SEL) What is my emotion?** A.1 Identify and manage one's emotions and behaviors. **(SEL) Who are supportive friends and grownups in my life?** A.2 Recognize personal qualities and external supports. B.3Demonstrate communication and social skills to interact effectively to develop and maintain positive relationships. **(Science 2016) Weather** **What is weather? How do we measure weather?** ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. **Math** **How are numbers related to quantities? How is counting used in the real world?** K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
Assessments:	Formative comprehension checks

Theme 2	Classroom Community	**Length of Unit**	6-8 weeks

Inquiry Questions (Engaging & Debatable)	What communities am I a part of? How do individuals and groups of people make a difference in a classroom community? How do the leaders of our classroom community help us? What are some of the resources that help us in our classroom community? How can I use my existing communication skills to learn a new language? How do I figure out meaning when words are not understood? What strategies and resources help me learn another language?
Standards	• **Interpretive Communication :** Learners can understand memorized or familiar words when they are supported by gestures or visuals in conversations ***(Novice Low proficiency benchmark).*** • **Interpersonal Communication:** Learners express basic feelings using practiced or memorized words or phrases, with help of gestures or visuals ***(Novice Low proficiency benchmark).*** • **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Cultural Comparisons:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. • **Social Justice Anchors:** Learners will develop positive social identities based on their membership in multiple groups in society (Identity); Learners will respond to diversity by building empathy, respect, understanding and connection (Diversity)

Target Vocabulary

- High frequency verbs (super 7)

Vocabulary Expansion: Student generated (personalized vocabulary based on students interests, relevance, etc.)

Language Function	Related Structures Patterns
	La clase El profesor/la profesora/el maestro/la maestra el/la estudiante el/la amigo/a señor/señora ¿Quién es? ¿Qué hay? ¿Cuántos? Tiene/tienes/tengo Hay Mochila, lápiz, papel, tijeras, mesa, silla

Critical Content: **My students will Know...**	**Performance Indicators:** **My students will be able to (Do)...**

• Important, adult/leaders in my classroom
• Basic classroom materials/resources in my classroom as well as in different, Spanish speaking cultures
	Levels of proficiency taken from **novice low**: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.
	• **Interpretive Communication**
	  ○ I can recognize the names of some common classroom items.
	  ○ I can recognize the names of the people who make up

	my classroom community. ○ I can recognize when someone states what they have ● **Interpersonal Communication** ○ I can tell someone what items I have. **Intercultural communication (Novice)** **Investigate** Practices to understand cultural perspectives ● In my own and other cultures I can identify some typical practices related to familiar everyday life. **Interact** with others in and from another culture ● I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Cross-curricular connections:	**(SEL) What is my emotion?** A.1 Identify and manage one's emotions and behaviors. **(SEL) Who are supportive friends and grownups in my life?** A.2 Recognize personal qualities and external supports. B.3Demonstrate communication and social skills to interact effectively to develop and maintain positive relationships. **(Science 2016) Weather** **What is weather? How do we measure weather?** ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. **(SS) What are the responsibilities of a good citizen?** ● CIV 1.2 Explain how all people, not just official leaders, play an important role in a community. (*only focused on roles in the classroom community - teacher/student*) **(Math) How are numbers related to quantities? How can we represent how many objects are in a group?** ● K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ○ a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ○ b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ○ c. Understand that each successive number name refers to a quantity that is one larger.

	• K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. • K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. eg., by using matching and counting strategies (Include groups with up to ten objects) • K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **(Math) How can we compare objects or sets of objects?** • K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
Assessments:	Formative comprehension checks

Theme 3	Discover Our World - Family	**Length of Unit**	6-8 weeks

Inquiry Questions (Engaging & Debatable)	What makes a family? How do families differ? How can I use my existing communication skills to learn a new language? How do I figure out meaning when words are not understood? What strategies and resources help me learn another language?
Standards	• **Interpretive Communication :** Learners can understand memorized or familiar words when they are supported by gestures or visuals in conversations ***(Novice Low proficiency benchmark).*** • **Interpersonal Communication:** Learners express basic feelings using practiced or memorized words or phrases, with help of gestures or visuals ***(Novice Low proficiency benchmark).*** • **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Cultural Comparisons:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. • **Social Justice Anchors:** Learners will develop positive social identities based on their membership in multiple groups in society (Identity); Learners will respond to diversity by building empathy, respect, understanding and connection (Diversity); Learners will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups (Diversity)
Target Vocabulary • High frequency verbs (super 7) **Vocabulary Expansion**: Student generated (personalized vocabulary based on students interests, relevance, etc.)	

Language Function	Related Structures Patterns
	Amor, la familia, mamá/madre, papá/padre, El/la hermano/a, El/la abuelo/a, El perro, El gato, La mascota, Es, tiene/tengo, Quiere/quiero, Alto, bajo, amable

Critical Content: My students will Know...	Performance Indicators: My students will be able to (Do)...

• Names of immediate family members in the target language
• The use of the verb tener in context
	• **Interpretive**
	  ○ I can recognize the names of immediate family members in Spanish.
	  ○ I can recognize the names of some extended family members in Spanish.
	• **Interpersonal**
	  ○ I can answer questions about who/what makes up a family.
	
	Intercultural communication (Novice)
	Investigate Practices to understand cultural perspectives
	• In my own and other cultures I can identify some typical practices related to familiar everyday life.
	Interact with others in and from another culture
	• I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Cross-curricular connections:	**(SEL) What is my emotion?** A.1 Identify and manage one's emotions and behaviors. **(SEL) What makes me who I am?** A.2 Recognize personal qualities and external supports. **(SEL) Who are supportive friends and grownups in my life?** A.2 Recognize personal qualities and external supports. B.3 Demonstrate communication and social skills to interact effectively to develop and maintain positive relationships. **(Science 2016) Weather** **What is weather? How do we measure weather?** ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. **(Math) How are numbers related to quantities? How can we represent how many objects are in a group?** ● K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. ○ a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ○ b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ○ c. Understand that each successive number name refers to a quantity that is one larger. ● K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. ● K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. eg., by using matching and counting strategies (Include groups with up to ten objects) ● K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **(Math) How can we compare objects or sets of objects?** ● K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
Assessments:	Formative comprehension checks

Theme 4	Healthy Life-Food/Hunger	**Length of Unit**	6-8 weeks

Inquiry Questions (Engaging & Debatable)	How do eating habits differ around the world? How can I use my existing communication skills to learn a new language? How do I figure out meaning when words are not understood? What strategies and resources help me learn another language?
Standards	• **Interpretive Communication :** Learners can understand memorized or familiar words when they are supported by gestures or visuals in conversations ***(Novice Low proficiency benchmark).*** • **Interpersonal Communication:** Learners express basic feelings using practiced or memorized words or phrases, with help of gestures or visuals ***(Novice Low proficiency benchmark).*** • **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • **Cultural Comparisons:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. • **Social Justice Anchors:** Learners will develop positive social identities based on their membership in multiple groups in society (Identity); Learners will respond to diversity by building empathy, respect, understanding and connection (Diversity)
Target Vocabulary • High frequency verbs (super 7) **Vocabulary Expansion**: Student generated (personalized vocabulary based on students interests, relevance, etc.)	

Language Function	**Related Structures Patterns**
	quiere, (no) me gusta, tener hambre, comer, desayuno, almuerzo, cena, postre, merienda, fruta, vegetales (verduras)

Critical Content: **My students will Know...**	**Performance Indicators:** **My students will be able to (Do)...**

• Names of the daily meals (breakfast, lunch, dinner)
• Names of a variety of food items.
• The use of the verbs querer and gustar in context
	• **Interpretive**
	  ○ I can recognize the names of each meal (breakfast, lunch, dinner).
	  ○ I can recognize the names of a variety of food items.
	
	• **Interpersonal**
	  ○ I can ask and answer questions about likes and dislikes related to food.
	  ○ I can ask and answer questions about the food a person wants.
	
	Intercultural communication (Novice)
	Investigate Practices to understand cultural perspectives
	• In my own and other cultures I can identify some typical practices related to familiar everyday life.
	Interact with others in and from another culture

	• I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.

Cross-curricular connections:	**(SEL) What makes me who I am?**
	A.2 Recognize personal qualities (likes/dislikes)
	(SEL) What is my emotion?
	A.1 Identify and manage one's emotions and behaviors.
	(Science 2016) Weather
	What is weather? How do we measure weather?
	ESS2.D: Weather and Climate Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
	(Math) How are numbers related to quantities? How can we represent how many objects are in a group?
	• K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.
	  ○ a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
	  ○ b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
	  ○ c. Understand that each successive number name refers to a quantity that is one larger.
	(Math) How can we compare objects or sets of objects?
	• K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
	
	Social Justice

Assessments:	Formative comprehension checks