
Alaska 1 World Languages / Bilingual Education

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Alaska
Grade	1 (Elementary)
Subject	World Languages / Bilingual Education
Course category	Language / Optional
Standards family	World Languages / Language Programs
Framework	Alaska Content Standards: World Languages
Issuing agency	Alaska Department of Education and Early Development
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Gestures and Celebrations

Unit 3: Culture and Comparison · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What do people in the target culture do?
Standards	Gestures and Expressions -> B.3 Alaska Content Standards: World Languages / A student should expand the student's knowledge of peoples and cultures through language study — learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior. Celebrations and Events -> B.2 Alaska Content Standards: World Languages / A student should expand the student's knowledge of peoples and cultures through language study — learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature. B.3 Alaska Content Standards: World Languages / A student should expand the student's knowledge of peoples and cultures through language study — learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.
Learning target	"I can use a gesture and name a celebration from the target culture."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use appropriate gestures and oral expressions.
- Students will identify typical activities, events, and celebrations of the target cultures.

Success criteria (student-friendly)

- "I use a gesture correctly."
- "I name a celebration."
- "I say one thing people do at it."

Academic vocabulary

gesture, expression, celebration, event, activity

Materials and technology

- Teacher-selected images of a celebration in the target culture
- Gesture demonstration space
- Chart paper
- Class display
- Audio resources

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.

Support area	This week's plan
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child uses a cultural gesture and names a celebration.

Family communication

Ask your child about a celebration they learned about this week.

Day 41 — Gestures People Use

Week 9, Day 1 • Unit 3 • Standards: B.3, B.2

Focus	Observing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: gesture as meaning. Teach: gestures of the target culture. Try: observing. Apply: children identify. Reflect: gestures listed.

Check for understanding

Student identifies a gesture used in the target culture.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Using a Gesture Myself

Week 9, Day 2 · Unit 3 · Standards: B.3, B.2

Focus	Producing gesture.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: observed gestures. Teach: using one appropriately. Try: guided practice. Apply: children use it in an exchange. Reflect: appropriateness discussed.

Check for understanding

Student uses a cultural gesture appropriately in context.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — A Celebration in the Target Culture

Week 9, Day 3 · Unit 3 · Standards: B.3, B.2

Focus	Introducing a celebration.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: culture. Teach: a celebration the teacher has chosen. Try: shared viewing. Apply: children name it. Reflect: details noted.

Check for understanding

Student names a celebration of the target culture.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — What People Do to Celebrate

Week 9, Day 4 · Unit 3 · Standards: B.3, B.2

Focus	Activities within it.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: the celebration. Teach: what people actually do. Try: shared discussion. Apply: children name an activity. Reflect: list built.

Check for understanding

Student names an activity associated with the celebration.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Celebration Chart

Week 9, Day 5 · Unit 3 · Standards: B.3, B.2

Focus	Week 9 consolidation.
Learning target	"I can use a gesture and name a celebration from the target culture."
Vocabulary in use	gesture, expression, celebration
Local date	_____

Learning sequence

Connect: what we learned. Teach: recording it together. Try: shared charting. Apply: children contribute. Reflect: chart displayed.

Check for understanding

Student contributes accurate detail to a celebration chart.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Alaska Department of Education and Early Development. Alaska Content Standards: World Languages. THIS IS A ONE-PAGE DOCUMENT WITH NO GRADE SPECIFICITY OF ANY KIND. "Alaska Content Standards: World Languages" publishes THREE CONTENT STANDARDS, A, B and C, with FOURTEEN SUB-POINTS between them, and THE SAME FOURTEEN APPLY FROM KINDERGARTEN THROUGH GRADE TWELVE. There is no Grade 1 version. EVERY ALASKA WORLD-LANGUAGES ROW IN THIS SERIES CARRIES THE IDENTICAL FOURTEEN ITEMS; WHAT DIFFERS BETWEEN THE GRADES IS THE PLAN, NOT THE STANDARD. THIS PLAN TEACHES THE YEAR AT TWO PROFICIENCY LEVELS, Novice Low and Novice Mid, which is why its teaching strands come in pairs -- and BOTH HALVES MAP TO THE SAME FOURTEEN STANDARDS, because Alaska publishes only one set. The proficiency progression is the plan's, not the state's, and it is not presented as if Alaska had published levels. THE STANDARDS ASSUME BILINGUALISM RATHER THAN A NAMED LANGUAGE: standard A is "communicate in two or more languages, ONE OF WHICH IS ENGLISH", and NO LANGUAGE IS NAMED ANYWHERE IN THE DOCUMENT OR IN THIS PLAN. Six of the fourteen sub-points are about CULTURE rather than language; the plan teaches culture as a comparison between the students' own practices and those of the language being learned, NAMES NO CULTURE AS REQUIRED CONTENT, and never presents any culture as more or less advanced than another. A HERITAGE SPEAKER IN THE ROOM IS A STUDENT, NOT A RESOURCE, and no child is asked to perform, translate or explain their family's language or culture to the class. Retrieved 2026-07-27 from <https://education.alaska.gov/akstandards/World-Languages.pdf>