

# Englewood Public School District

## World Language, Spanish-First Grade

### First Marking Period

#### Unit 1: Greetings, Farewells, Numbers, and Hispanic Heritage Month: People & Places

**Overview:** During this unit, students will be introduced to the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to greet others, share personal information, express themselves in a positive manner, and say farewell. Students will also learn about the Hispanic culture including Spanish-speaking island countries, their flags, and famous Hispanic people. Students will develop listening comprehension skills, oral language, communication skills, and acquire new vocabulary, which will reinforce their primary language skills.

**Time Frame:** 40 to 44 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting with others using Spanish vocabulary will increase their language acquisition.*
- *Greeting others in Spanish using simple memorized phrases and culturally appropriate gestures will help improve their oral language.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *Answering and asking simple questions in Spanish will increase their oral comprehension skills.*
- *Using words of praise and simple commands in Spanish will help them become more fluent speakers.*
- *Identifying, saying and labeling items into specific categories using Spanish will help them improve their oral comprehension and vocabulary.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How do Spanish Speakers greet each other?*
- *How do I approach, greet, or address my audience?*
- *How do I say goodbye and farewell in Spanish?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me navigate my classroom and school better?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through</b>	<b>Topics</b> Greetings, personal information, responses, Hispanic Heritage Month, flags of Spanish speaking	Students will sing Spanish greeting songs (NJSLSA.SL1, 6.1.4.D.13, CRP6, , 9.2.4.A.2)	Sing-a-long Spanish Greeting Song <a href="https://youtu.be/hrRfkW2n-As">https://youtu.be/hrRfkW2n-As</a>	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul>

<p><b>appropriate physical response.</b></p> <p><b>7.1.NM.B.2</b>  <b>Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</b></p> <p><b>7.1.NM.B.3</b>  <b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b>  <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.C.4</b>  <b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b>  <b>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</b></p>	<p>island nations, famous Hispanic people</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Communicate their name and use Spanish greetings appropriately</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</li> <li>• Use appropriate gestures when greeting others, leaving others, and in daily interactions</li> <li>• Ask simple questions in target language.</li> </ul>	<p>Students will practice greeting and responding to one another: “¿Cómo te llamas?”- “Me llamo –“, “¿Cómo estás?”- “Estoy bien”  (NJSLSA.SL1, CRP4, CRP12, 9.2.4.A.4, , )</p> <p>Teacher will create a chart with Spanish greeting and farewell phrases and will model using the phrases, then students will take turns asking and answering one another.  (NJSLSA.SL1, CRP4, CRP12, 9.2.4.A.4, , )</p> <p>Students will participate in an assembly in honor of Hispanic heritage month (9.2.4.A.2)</p> <p>In order to learn more about Hispanic heritage, students will create a mini-biography of a famous Hispanic person (NJSLSA.W3, NJSLSA.W4, 6.1.4.D.13, CRP4, 8.1.2.E.1, 8.1.2.E.1, , 9.2.4.A.2)</p> <p>Students will learn about the 3 Spanish speaking island nations and color the flags related to those countries (Cuba, Puerto</p>	<p>Juan Luis Orozco-“Buenos Dias”-song  <a href="https://youtu.be/25m0yDoKM0Y">https://youtu.be/25m0yDoKM0Y</a></p> <p>Rockalingua-Music based Spanish Learning  <a href="https://rockalingua.com/songs">https://rockalingua.com/songs</a></p> <p>Juan Luis Orozco- Popular Children's Spanish Songs by Jose Luis Orozco  <a href="https://youtu.be/oFS1MIh-Pok">https://youtu.be/oFS1MIh-Pok</a></p> <p>“5 Famous Latinos: Role Models for Hispanic Heritage Month”- <i>Kid World Citizen.org</i>  <a href="https://kidworldcitizen.org/5-famous-latinos-role-models-for-hispanic-heritage-month/">https://kidworldcitizen.org/5-famous-latinos-role-models-for-hispanic-heritage-month/</a></p> <p>Flag Coloring Sheets  <a href="http://www.spanish411.net/resources/FlagColoringSheets.pdf">http://www.spanish411.net/resources/FlagColoringSheets.pdf</a></p> <p>Counting In Spanish 11-20   Jack Hartmann  <a href="https://youtu.be/PAGAFs04Udk">https://youtu.be/PAGAFs04Udk</a></p> <p>Numeros Pares y Impares</p>	<p><b>Formative Assessments:</b>  Levels-Beginners, Intermediate, Advanced, Heritage</p> <p><b>All levels</b>-Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are speaking, completing activities, and singing</p> <p><b>B &amp; I</b>-Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents targeted Spanish vocabulary for given unit</p> <p><b>B</b>-Students will use pictures or flashcards to indicate appropriate greeting or response</p> <p><b>I</b>-Students will say simple oral greeting and farewell</p> <p><b>A</b>-Students will expand verbal greeting using more vocabulary and demonstrate a second verbal greeting/farewell</p>
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<p><b>7.1.NM.A.4</b>  <b>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b></p>	<ul style="list-style-type: none"> <li>• Understand and use common Spanish expressions</li> <li>• Learn about the different countries where Spanish speakers live</li> <li>• Learn about the Hispanic Heritage month in the United States</li> <li>• Identify flags from Spanish speaking countries</li> <li>• Learn about famous Hispanic people</li> <li>• Students will count from 1-20 in Spanish</li> <li>• Students will learn, identify, and define even and odd numbers in Spanish</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>Rico, República Dominicana)  (NJSLSA.SL1, 6.1.4.A.14, 6.1.4.D.13, CRP6, )</p> <p>Students will exchange dialog and role play in Spanish using puppets (NJSLSA.SL1, CRP4, CRP6, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will learn Spanish cardinal numbers from 1-20 by singing a short counting song (CRP4, CRP6, 9.1.4.D1, )</p> <p>Students will learn to identify odd and even numbers (par y impar)</p> <p>Students will play bingo using Spanish numbers from 1-20</p>	<p><a href="http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/35007/M13L1.pdf">http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/35007/M13L1.pdf</a></p> <p>Additional Resources for the study of Hispanic Heritage: NEA:  <a href="http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html">http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html</a></p> <p>Teacher Vision:  <a href="https://www.teachervision.com/holidays/hispanic-heritage-month#">https://www.teachervision.com/holidays/hispanic-heritage-month#</a></p>	<p><b>H</b>-Students will use 3 or more different expressions of greetings and farewell in proper context.</p> <p><b>B</b>-Students will count from 1-20 in Spanish  <b>I</b>-Students will count from 1-20 in Spanish and identify even numbers  <b>A &amp; H</b>-students will count 1-20 and identify even and odd numbers</p> <p><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher and/or district created unit vocabulary quizzes.</p> <p><b>Alternative Assessment:</b>  Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of</p>
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### **Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.

The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b><i>English Language Learners</i></b>	<b><i>Special Education</i></b>	<b><i>At-Risk</i></b>	<b><i>Gifted and Talented</i></b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written workf</li> <li>• Provide visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals</li> </ul> <p>(<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</p>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format. Oral and visual prompts can be provided.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to differentiate instruction by content, process, or product</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

<ul style="list-style-type: none"> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, multimedia).</li> </ul>	<p>what the student is expected to do</p> <ul style="list-style-type: none"> <li>• Instructions may be depicted pictorially and displayed where students can see during the time of the lesson.</li> <li>• Appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Use project-based Spanish learning to connect Spanish with real life experiences</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>
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***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** hola, adios, Buenos días, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, Como te llamas? Me llamo, si, no, gracias, de nada, para, mira, escucha, silla, mesa, lapiz, maestro/a, Mexico, Colombia, República Dominicana, El Salvador, caliente, frio, grande, pequeño, mamá, papá, hijo, hija, par, impar, números 1-20, Other Vocabulary depending on students language levels

## Second Marking Period

### Unit 2: Families, Commands, Days of the Week, and Around the Classroom

**Overview:** During this unit, students will continue to be introduced to the Spanish language using songs, stories, and hands-on learning. Students will learn about families, common Spanish commands, days of the week, and their classroom. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 42 to 46 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting with others using Spanish vocabulary will increase their language acquisition.*
- *Identifying and naming classroom objects in Spanish will help them navigate the classroom and school environment.*
- *Singing songs in Spanish will help increase their oral language skills.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Answering and asking simple questions in Spanish will increase their oral comprehension skills.*
- *Using words of praise and simple commands in Spanish will help them become more fluent speakers.*
- *Identifying, naming, and labeling the days of the week in Spanish will help them understand how the calendar is organized.*
- *Naming family members in Spanish will help improve their oral and written vocabulary skills.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I memorize and perform a song?*
- *What is a family?*
- *What are the days of the week?*
- *What type of objects can be found in my classroom and school?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written</b>	<b>Topics</b>	Students will classify and name family members; Mother, father,	Spanish Playground Category: Spanish Activities	<b>Benchmark Assessment:</b>



<p><b>directions, commands, and requests through appropriate physical response.</b></p> <p><b>7.1.NM.B.2</b> <b>Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</b></p> <p><b>7.1.NM.B.3</b> <b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b> <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.B.5</b> <b>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas</b></p> <p><b>7.1.NM.C.4</b> <b>Present information from age- and level-appropriate,</b></p>	<p>Families, basic Spanish commands, days of the week, and objects around the classroom and school</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdipi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdipi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Play matching games related to unit vocabulary</li> <li>• Ask and answer simple questions in target language</li> <li>• Students will categorize and classify objects</li> <li>• Understand and use common Spanish commands</li> </ul>	<p>grandmother, grandfather, son, daughter, sister, brother, baby (CRP4, )</p> <p>Students will learn and identify the words mother, father, grandmother, grandfather, son, daughter, sister, brother, baby (madre, padre, abuelo, abuela, hermano, hermana, bebé, hijo/hija) (CRP4, )</p> <p>Students will play a game of Spanish Bingo to review the days of the week and family member names (NJSLSA.SL1, CRP4, 9.2.4.A.4, , )</p> <p>Teacher will introduce the days of the week using a Spanish labeled calendar Students will create a days of the week printable wheel (CRP6, 8.1.2.E.1, )</p> <p>Students will create a <i>Days of the Week</i> book with a picture of what they do on each day or a days of the week agenda/calendar showing pictures of the activities</p>	<p><a href="https://www.spanishplayground.net/category/preschool/">https://www.spanishplayground.net/category/preschool/</a></p> <p>Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/songs">https://rockalingua.com/songs</a></p> <p>Bingo card generator <a href="http://myfreebingocards.com/bingo-card-generator/results/vd5rqw">http://myfreebingocards.com/bingo-card-generator/results/vd5rqw</a></p> <p>Spanish Days of the Week – Printable Wheels to Teach Los Días de la Semana <a href="https://www.spanishplayground.net/spanish-days-of-the-week-printable-wheels-teach-los-dias-de-la-semana/">https://www.spanishplayground.net/spanish-days-of-the-week-printable-wheels-teach-los-dias-de-la-semana/</a></p> <p>Spanish Days of the Week activities <a href="https://www.spanishplayground.net/spanish-days-of-the-week-activities/">https://www.spanishplayground.net/spanish-days-of-the-week-activities/</a></p> <p>Around the Room Labels-Spanish/English <a href="http://www.canyonsdistrict.org/images/Spanish-English_room_signs_.pdf">http://www.canyonsdistrict.org/images/Spanish-English_room_signs_.pdf</a></p> <p><u>Unit 2 Commands Flashcards</u></p>	<ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b> Levels-<b>B</b>eginners, <b>I</b>ntermediate, <b>A</b>dvanced, <b>H</b>eritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing</p> <p>Teacher will observe and/or take anecdotal notes and ask students to name family members and the days of the week.</p> <p>Students will: <b>B</b>-Name 2-3 members of the family orally <b>I</b>-Name at least 4 members of the family <b>A</b>-Match pictures of family members with the Spanish name and orally say the name <b>H</b>-Draw their family and label family members orally and in writing</p>
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<p><b>culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b>  <b>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</b></p> <p><b>7.1.NM.A.4</b>  <b>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b></p>	<ul style="list-style-type: none"> <li>• Read and say the days of the week</li> <li>• Identify and label classroom objects</li> <li>• Identify and say the members of a family</li> <li>• Use print, recorded, and digital media to learn Spanish</li> </ul>	<p>and routines the student does daily.  (NJSLSA.W3, CRP4, CRP6, , )</p> <p>Teacher will label objects throughout the classroom with Spanish labels: La silla, la mesa, maestro(a), la puerta, el escritorio, el libro, el lápiz  Class will conduct a Spanish word hunt and find all the Spanish words labeled throughout the classroom.  (NJSLSA.SL1, CRP4, CRP12, 9.2.4.A.4, , )</p> <p>Students will create a book drawing different classroom objects and sing a song “En la clase. En la clase, Que hay en la clase?” (What is in the classroom?)  (NJSLSA.W3, CRP4, CRP6, , )</p> <p>Students will learn the following Spanish commands: Write, listen, look, read, and point/indicate (escribir, escuchar, mirar, leer, señalar)  ()</p>		<p>Students will:  <b>B-</b>Name 2-3 days of the week in Spanish  <b>I-</b>Name at least 4 days of the week  <b>A-</b>Match Spanish days of the week with English days of the week and orally say the name of all 7 days  <b>H-</b>Match, write, and say all the names of the days of the week</p> <p><b>Summative Assessments:</b></p> <p>Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher and/or district created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b>  Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and</p>
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### Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out Investigations and analyzing and interpreting data.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> </ul>	Utilize modifications & accommodations delineated in the student’s IEP <ul style="list-style-type: none"> <li>• Work with paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format. Oral and visual prompts can be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> </ul>

<ul style="list-style-type: none"> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, multimedia).</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be depicted pictorially and displayed where students can see during the time of the lesson.</li> <li>• Single word, adequate appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Use flexible grouping to differentiate instruction by content, process, or product</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>
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***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** familia, miembros, padre, madre, abuelo, abuela, hermano, hermana, bebé, hijo, hija, la mesa, la silla, la puerta, el escritorio, el libro, el lápiz, la maestra, Domingo, Lunes, Martes, Miércoles, Jueves, Viernes, Sábado, días de la semana, escribir, escuchar, mirar, leer, señalar, Other Vocabulary depending on students language levels

# Englewood Public School District

## World Language, Spanish-First Grade

### Third Marking Period

#### Unit 3: Colors, Seasons, and Commands

**Overview:** During this unit, students will continue to be introduced to the Spanish language using songs, poems, chants, games, and hands-on learning. Students will learn colors, shapes, and seasons. Students will also continue learning basic Spanish commands. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting and playing games with others using Spanish vocabulary will help improve their language acquisition.*
- *Identifying, saying, and labeling colors and the four seasons in Spanish will improve their oral language.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *Asking and answering simple questions in Spanish will improve their oral comprehension.*
- *Listening to stories in Spanish will help improve their reading comprehension.*
- *Responding to basic commands in Spanish will help them communicate better with others.*
- *identify and label items into specific categories.*
- *Singing songs in Spanish will help improve their oral language and vocabulary.*
- *Sorting different colored objects in Spanish will help improve their oral language and math skills.*
- *Expressing preferences is an important part of learning a foreign language.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning Spanish vocabulary improve my reading skills?*
- *How does understanding and responding to basic Spanish commands help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me understand texts?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.</b></p> <p><b>7.1.NM.B.2</b> <b>Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</b></p> <p><b>7.1.NM.B.3</b> <b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b> <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.C.4</b> <b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p>	<p><b>Topics</b></p> <p>Identifying colors, learning the four seasons, and learning Spanish commands</p> <p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness <a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></li> </ul> <p><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Learn the four seasons in Spanish</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Understand and say Spanish rhymes</li> <li>• Perform direct actions</li> <li>• Ask simple questions in target language.</li> <li>• Recite oral vocabulary</li> </ul>	<p>Students will sing a song about colors (NJSLSA.SL1, 6.1.4.D.13, CRP6, , )</p> <p>Class will conduct a Spanish color hunt and find specific colored objects throughout the classroom (NJSLSA.SL1, CRP4, CRP12, 9.2.4.A.4, , )</p> <p>Students will play Simon Says (Simon dice) using colored objects:</p> <ul style="list-style-type: none"> <li>○ Stand if you have something orange</li> <li>○ Touch the blue chair</li> <li>○ Point to certain classroom objects</li> </ul> <p>()</p> <p>Students will color in each letter of the Spanish alphabet with the given color the teacher dictates (a-amarillo, b-verde...) (CRP6, )</p> <p>Students will create a Spanish rainbow book and have each page represent a color they have learned: rojo, amarillo, verde, blanco, negro, azul,</p>	<p><b>“COLORÍN COLORADO”</b> Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/song_s">https://rockalingua.com/song_s</a></p> <p>How to Make a Rainbow Zig-Zag Book <a href="https://nurturestore.co.uk/how-to-make-a-rainbow-zigzag-book">https://nurturestore.co.uk/how-to-make-a-rainbow-zigzag-book</a></p> <p>El Libro de los Colores <a href="http://plastificandoilusiones.blogspot.com/2014/10/el-libro-de-los-colores.html?m=1">http://plastificandoilusiones.blogspot.com/2014/10/el-libro-de-los-colores.html?m=1</a></p> <p>Spanish Color Words Word Wall <a href="https://www.teacherspayteachers.com/Product/Spanish-Color-Words-Word-Wall-1046719">https://www.teacherspayteachers.com/Product/Spanish-Color-Words-Word-Wall-1046719</a></p> <p><b>“LAS CUATRO ESTACIONES”</b> Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/song_s">https://rockalingua.com/song_s</a></p> <p><b>Las Estaciones del Año-</b> Videos Educativos para Niños Divertido para Aprender</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul> <p><b>Formative Assessments:</b> Levels-Beginners, Intermediate, Advanced, Heritage</p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, listening, and singing</p> <p>Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board</p> <p>Student will demonstrate acquisition of Spanish by: <b>B-Singing a song whose lyrics name common colors</b></p>

<p><b>7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.IL.A.2</b> Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<ul style="list-style-type: none"> <li>• Understand and use common Spanish words related to unit vocabulary</li> <li>• Identify and label colors in Spanish</li> <li>• Follow directions in Spanish</li> <li>• Perform direct actions when given a Spanish command</li> </ul>	<p>naranja, morado, marrón o café, rosado (NJSLSA.W4, CRP4, CRP6, )</p> <p>Teacher will label colored objects in the room and students will orally say the color and object that is labeled (NJSLSA.SL1, )</p> <p>Students will sing a song about the seasons and read the lyrics of the song (NJSLSA.SL1, CRP6, )</p> <p>Students will watch a short Spanish video about the four seasons ()</p> <p>Students will create and label a four seasons tree craft (CRP6, )</p> <p>Students will learn the following commands: pararse, tocar, señalar, jugar, mirar, comer, beber Students will play “Simon Says” or “Simón Dice” and follow the Spanish commands given by the teacher ()</p>	<p><a href="https://youtu.be/LiI0IWmgmEE">https://youtu.be/LiI0IWmgmEE</a></p> <p>Four Seasons Tree Craft with Cotton Balls <a href="https://www.pinterest.com/pin/477663104218224425/">https://www.pinterest.com/pin/477663104218224425/</a></p> <p><u>Unit 3 Commands Flashcards</u></p>	<p><b>I</b>-Recite 4 basic colors from memory <b>A</b>-Recite at least 6 colors from memory <b>H</b>-Recite 10 colors from memory and give examples of objects in the classroom that are said color</p> <p>Students will orally name the four seasons in Spanish</p> <p>Students will demonstrate the following: <b>B</b>-Use total physical response to perform one command <b>I</b>-Follow two step oral directions <b>A</b>-Follow at least 4 oral commands <b>H</b>-Master all 7 commands by following teacher directions</p> <p><b>Summative Assessment:</b> Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p><b>Alternative Assessment:</b> Students will respond to oral questioning and</p>
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				demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
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### Accommodations and Modifications:

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out Investigations and analyzing and interpreting data.

<i>English Language Learners</i>	<i>Special Education</i>	<i>At-Risk</i>	<i>Gifted and Talented</i>
<ul style="list-style-type: none"> <li>• Speak and display terminology</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Provide ELL students with multiple literacy strategies</li> <li>• Word walls</li> <li>• Give page numbers to help the students find answers</li> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<p>Utilize modifications &amp; accommodations delineated in the student's IEP</p> <ul style="list-style-type: none"> <li>• Work with paraprofessional</li> <li>• Use multi-sensory teaching approaches</li> <li>• Work with a partner</li> <li>• Provide concrete examples</li> <li>• Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, multimedia).</li> </ul>	<ul style="list-style-type: none"> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format. Oral and visual prompts can be provided.</li> <li>• Peer Support</li> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Instructions may be depicted pictorially and displayed where students can see during the time of the lesson.</li> <li>• Single word, age appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Use flexible grouping to differentiate instruction by content, process, or product</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>

***Interdisciplinary Connections:***

**ELA - NJSLS/ELA:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

**INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** rojo, amarillo, verde, blanco, negro, azul, naranja, morado, marrón o café, rosado, pararse, tocar, señalar, jugar, mirar, comer, beber, estaciones, primavera, verano, invierno, otoño, Other Vocabulary depending on students language levels

# Englewood Public School District

## World Language, Spanish-First Grade

### Fourth Marking Period

#### Unit 4: Body Parts and Language Proficiency Testing

**Overview:** During this unit, students will continue learning the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn body parts and eligible students will participate in language proficiency testing. Students will continue to develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

**Time Frame:** 43 to 47 Days

#### Enduring Understandings:

*Students will understand that...*

- *Interacting and playing games with others using Spanish vocabulary will help them learn Spanish.*
- *Learning another language will help them communicate with someone who is from a Spanish speaking country.*
- *Asking and answering simple questions in Spanish will help them increase their oral comprehension.*
- *Identifying, labeling, and saying body parts using Spanish vocabulary words will increase their oral language skills.*
- *Singing songs in Spanish will help them learn new vocabulary words.*

#### Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me use and understand my body?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my science skills?*
- *How does learning Spanish help me navigate my community?*
- *How does learning Spanish increase my vocabulary skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>7.1.NM.A.2</b> <b>Demonstrate comprehension of simple, oral, and written directions, commands, and requests through</b>	<b>Topics</b>  Body Parts and language proficiency testing	Students will sing and perform a song about body parts (NJSLSA.SL1, 6.1.4.D.13, CRP6, , )	<b>“LAS PARTES DEL CUERPO”</b> Rockalingua-Music based Spanish Learning <a href="https://rockalingua.com/song_s">https://rockalingua.com/song_s</a>	<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>• Common Formative Assessment</li> </ul>

<p><b>appropriate physical response.</b></p> <p><b>7.1.NM.B.2</b>  <b>Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</b></p> <p><b>7.1.NM.B.3</b>  <b>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</b></p> <p><b>7.1.NM.B.4</b>  <b>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</b></p> <p><b>7.1.NM.C.4</b>  <b>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</b></p> <p><b>7.1.NM.B.1</b>  <b>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</b></p>	<p><i>Twenty-First Century Themes and Skills include:</i></p> <ul style="list-style-type: none"> <li>• Social and Cross cultural skills</li> <li>• The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity</li> <li>• Global Awareness</li> </ul> <p><a href="http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2">http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2</a></p> <p style="text-align: center;"><b>Objectives</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• Understand that it is possible to communicate in a foreign language</li> <li>• Listen to, learn, and sing Spanish songs</li> <li>• Ask and answer simple questions in target language</li> <li>• Identify, label, and say the main body parts in Spanish</li> <li>• Use print, recorded, and digital media to learn Spanish</li> <li>• Be orally assessed using a standardized oral English proficiency assessment (Heritage speakers and English learners only)</li> </ul>	<p>Teacher will create a labeled poster of a person with the following Spanish body parts labeled: cabeza, cara, nariz, boca, manos, dedos, pies, dedos de los pies, piernas, brazos, hombros, rodillas, muñeca, codo</p> <p>Students will work in pairs and use post-it notes to label body parts in Spanish (NJSLSA.SL1, CRP4, CRP12, 9.2.4.A.4, , 9.2.4.A.2)</p> <p>Students will play a round of “Heads Up, Seven Up” as an engagement activity to introduce Spanish body part vocabulary</p> <ol style="list-style-type: none"> <li>1. Touch identified body part</li> <li>2. Close and open your eyes</li> </ol> <p>()</p> <p>Students will play “Simon Says” (“Simon Dice”) using body parts ()</p> <p>Students will create a self-portrait with labeled body parts (CRP6, )</p>	<p>Labeling Lesson  <a href="http://mrsleeskinderkids.blogspot.com/2011/09/labeling-lesson.html">http://mrsleeskinderkids.blogspot.com/2011/09/labeling-lesson.html</a></p>	<p><b>Formative Assessment:</b>  <b>Levels-Beginners, Intermediate, Advanced, Heritage</b></p> <p>Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing</p> <p>Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words</p> <p>Students will demonstrate understanding of unit Spanish vocabulary by:</p> <p><b>B-</b> Listening to the body parts song and repeating the song and reciting oral vocabulary on body parts using visuals</p> <p><b>I-</b>Singing the body parts song and performing dictated actions</p> <p><b>A-</b>Performing directed actions and labeling given body parts</p>
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<p><b>7.1.NM.A.4</b>  <b>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</b></p>		<p>Students will sing and perform the song “Hombros, pies, rodillas y la cabeza”  (NJSLSA.SL1, 6.1.4.D.13, CRP6, , )</p>		<p><b>H-</b>Leading a game of “Simón Dice” and master performing directed actions using all body parts</p> <p>Students who are heritage speakers and English learners will participate in one-on-one English proficiency assessments</p> <p><b>Summative Assessments:</b>  Students will create a portfolio of completed drawings and products related to their study of Spanish.</p> <p>Teacher and/or district created unit vocabulary quizzes</p> <p><b>Alternative Assessment:</b>  Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.</p>
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## Accommodations and Modifications:

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)  
This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out Investigations and analyzing and interpreting data.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"><li>• Speak and display terminology</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Provide ELL students with multiple literacy strategies</li><li>• Word walls</li><li>• Give page numbers to help the students find answers</li></ul>	<p>Utilize modifications &amp; accommodations delineated in the student’s IEP</p> <ul style="list-style-type: none"><li>• Work with paraprofessional</li><li>• Use multi-sensory teaching approaches</li><li>• Work with a partner</li><li>• Provide concrete examples</li><li>• Restructure lesson using UDL principals</li></ul> <p>(<a href="http://www.cast.org/our-">http://www.cast.org/our-</a></p>	<ul style="list-style-type: none"><li>• Using visual demonstrations, illustrations, and models</li><li>• Give directions/instructions verbally and in simple written format. Oral and visual prompts can be provided.</li><li>• Peer Support</li><li>• Increase one on one time</li><li>• Teachers may modify instructions by modeling what the student is expected to do</li><li>• Instructions may be depicted pictorially and displayed where students can see during the time of the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Use flexible grouping to differentiate instruction by content, process, or product</li></ul>



<ul style="list-style-type: none"> <li>• Provide a computer for written work</li> <li>• Provide visual aids</li> <li>• Provide additional time to complete a task</li> <li>• Use graphic organizers</li> </ul>	<a href="#">work/about-udl.html#.VXmoXcfD_UA</a> ). <ul style="list-style-type: none"> <li>• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques – auditory/visual aids; pictures, illustrations, multimedia).</li> </ul>	<ul style="list-style-type: none"> <li>• Single word, age appropriate instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>• Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>• Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community.</li> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	<ul style="list-style-type: none"> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> <li>• Use project-based Spanish learning to connect Spanish with real life experiences</li> <li>• Structure the learning around explaining or solving a social or community-based issue.</li> <li>• Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul>
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### ***Interdisciplinary Connections:***

#### **ELA - NJSLS/ELA:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

#### **SOCIAL STUDIES:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

#### **CAREER READY PRACTICES:**

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP12.** Work productively in teams while using cultural global competence.

#### **INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:**

**8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.

**INTEGRATION OF 21<sup>ST</sup> CENTURY LEARNING STANDARDS NJSLS 9:**

**9.2.4.A.2** Identify various life roles and civic and work-related activities in the school, home, and community.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

**Key Vocabulary:** cabeza, cara, nariz, boca, manos, dedos, pies, dedos de los pies, piernas, brazos, hombros, rodillas, muñeca, codo, Other  
Vocabulary depending on students language levels

Eschucar



Escribir



Leer



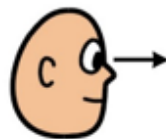
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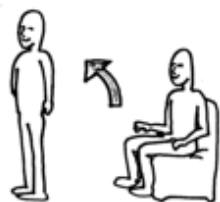
Señalar



Ver



Pararse



Beber



Tocar



jugar



mirar



comer

