

PITTSGROVE TOWNSHIP SCHOOL DISTRICT

Course Name: Spanish	Grade Level(s): 1st
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

In today's global community, the study of a second language is an indispensable attribute of an educated person. The Pittsgrove Township School District provides a proficiency based curriculum continuing from Kindergarten to Grade 1. The curriculum encompasses interpersonal, interpretive and presentational communication modes while emphasizing the interrelationship between the language and its respective culture. In order to cover the proficiencies set forth by the ACFTL National Standards for Foreign Language Education, there are five areas of emphasis: Communication, Culture, Connections, Comparisons, and Communities. Students meet once a week for 40 minutes building from themes of the prior year. These learning experiences enrich the students' cultural, social and global awareness. With extended study, practice and experience, students become active listeners, confident speakers, careful readers, skilled writers, and culturally sensitive citizens in a global community.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+ =LGBT and Disabilities Law

***=AAPI (Asian American and Pacific Islanders)**

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: SPANISH - Grade 1

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Discovering the Spanish Language and Spain.	10-12 days	<u>Interpretive</u> <u>Interpersonal</u> 7.1.NL.IPRET.1 7.1.NL.IPERS.1 7.1.NL.IPRET.2 7.1.NL.IPERS.2 7.1.NL.IPRET.3 7.1.NL.IPERS.3 7.1.NJ.IPRET.4 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6 <u>Presentational</u> 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4	<ul style="list-style-type: none"> ● Students will learn some general conversation phrases including greetings, introducing themselves, asking how others are feeling and answering, as well as identifying associated products of Spain. ● Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience. 	<ul style="list-style-type: none"> ● -Students will name and label tangible cultural products ● -Students will be able to recognize and show common gestures and cultural practices (school, food, family) of Spain. ● -Students will imitate cultural rhymes and songs ● -Students will recall some cultural celebrations: San Fermín, La Tomatina, Grape Harvest ● -Students will use colors and numbers in descriptions.
Unit 2: Naming body parts, identifying how many and	10-12 days	<u>Interpretive</u> <u>Interpersonal</u> 7.1.NL.IPRET.1 7.1.NL.IPERS.1 7.1.NL.IPRET.2 7.1.NL.IPERS.2 7.1.NL.IPRET.3 7.1.NL.IPERS.3	<ul style="list-style-type: none"> ● Students will learn some general phrases to express what they have and do not have and how many; 	<ul style="list-style-type: none"> ● Students will use memorized phrases to say what they have and what hurts ● Students will properly label

saying what hurts.		<p>7.1.NJ.IPRES.4 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6</p> <p><u>Presentational</u> 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4</p>	<p>speaking to what hurts; including asking how others are feeling and responding; and identifying additional symbols and products associated with Spain.</p> <ul style="list-style-type: none"> Students will understand some similarities and differences in the Spanish language and the Spanish speaking world culture to their own language and experience. 	<p>different parts of the face and body and say how many of each.</p> <ul style="list-style-type: none"> Students will recognize the words 11-20. Students will show comprehension of verbs by demonstration. Students will name and label tangible cultural products and recall some celebrations: la Navidad, el Día de los Magos, el Carnaval
Unit 3: Identifying colors, expressing likes and dislikes.	10-12 days	<p><u>Interpretive</u> <u>Interpersonal</u> 7.1.NL.IPRES.1 7.1.NL.IPERS.1 7.1.NL.IPRES.2 7.1.NL.IPERS.2 7.1.NL.IPRES.3 7.1.NL.IPERS.3 7.1.NJ.IPRES.4 7.1.NL.IPERS.4 7.1.NL.IPERS.5 7.1.NL.IPERS.6</p> <p><u>Presentational</u> 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4</p>	<ul style="list-style-type: none"> Students will learn some general phrases to describe items by color; speaking to what they like and dislike; as well as identifying many more symbols and products associated with Spain and the Spanish-speaking world. Students will understand some similarities and differences in the Spanish language and the culture 	<ul style="list-style-type: none"> Students will use memorized phrases to say what they like and do not like Students will respond to a basic one word level of agreement: me gusta or no me gusta Students will name and recognize 11 colors Students will identify various cultural objects by color and quantity Students will say and name numbers from 0-20 Students will recall some celebrations: el Carnaval, Las

			of the Spanish speaking world to their own language and experience.	Fallas, el Cinco de Mayo <ul style="list-style-type: none"> Students will recognize some famous landmarks and people of Spain; and some symbols of Hispanic Heritage
--	--	--	---	---

Instructional Unit Map				
Course Title: SPANISH - Grade 1				
Unit Title	Discovering Spain and the Spanish language		Start Date:	September
			Length of Unit:	Day 1 - Day 10
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced 7.1.NL.IPERS.3: Tell	Learning Goals	Students will learn some general conversation phrases including greetings, introducing themselves, asking how others are feeling and answering, as well as identifying associated products of Spain. Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience.	

	<p>others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are</p>		
--	---	--	--

	<p>supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Secondary Standards:</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the</p>		
--	--	--	--

	target culture(s).		
Essential Questions	What can we learn about a language through its culture? What are the relationships between practices, perspectives and products of the target culture? Why should we study other cultures and what does it teach us?		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	<ul style="list-style-type: none"> ● Greetings and Leave Taking ● Participating in Songs ● Completing a game ● Naming items 	Summative	<ul style="list-style-type: none"> ● Benchmark as suggested from American Council on the Teaching of Foreign Languages
		Alternative	<ul style="list-style-type: none"> ● Singing a song ● Creating a paper doll with appropriate costume ● Designing a bumper sticker
Unit Pre-Assessment(s) <i>What do they already know?</i>	White Boards Four Corner Inquiry Turn and Talk; Surveys Yes-No Cards Picture Cards		
Instructional Strategies/Student Activities	Singing a cultural song for greetings and goodbyes, and asking questions such as, what is your name? And, how are you? Organizing pictures of Spanish items and categorizing them as food, clothing, music, celebrations, etc. Coloring pictures according to directions given Playing games using authentic language Listening to culturally appropriate stories and talking about these in the context of language learned.		
Instructional/Assessment Scaffolds <i>(Modifications)</i>	English Language Learners	Special Education Learners	Struggling Learners
			Advanced Learners

<p><i>/Accommodations) – planned for prior to instruction</i></p>	<p>Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly and concisely and repeat, reword, and modify as necessary Question in open-ended format Allow for collaboration with other students Use visuals, gestures and manipulatives often Create modified assessments Provide breaks to allow for refocusing as needed.</p>	<p>Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly and concisely and repeat, reword, and modify as necessary Question in open-ended format Chunk tasks into smaller components Provide step by step instructions Model and use visuals as often as possible Create modified assessments</p>	<p>Hold high expectations Establish a consistent and daily routine. Develop a reward system to encourage good behavior and completion of work Make modifications to instruction based on I&RS plan Provide breaks to allow for refocusing as needed. Contact parent/guardian through 3-2-1 system</p>	<p>Hold high expectations Encourage exposure to selection and use of appropriate and specialized resources Enable students to explore continually changing knowledge of one’s relationship with people, societal institutions, nature and culture. Provide opportunities for flexible grouping and open-ended activities.</p>
<p>Differentiated Instructional Methods:</p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	

<p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Learning Stations (Centers) Task Cards Videos and Audiobooks Think-Pair-Share Student Grouping for Games Relate Spanish to personal interest and everyday examples</p>	<p>Participation in classroom activities: games, songs, asking and answering questions Survey and Chart Dramatic Response: role play</p>
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Simon dice Baila/Bailen Duerme/Duerman Levántate/Levantense Muévete/Muévanse Siéntate/Siéntense Pasa/Pasen Toca/Toquen Ve/Vayan a la cabeza, los ojos, la nariz los orejas, la boca, los hombros los brazos, los codos, las manos, los dedos, el estómago, las cadenas, las rodillas, las piernas, los pies</p>	<p>¿Cómo te llamas? Me llamo ¿Cómo estás? Estoy feliz, (súper) bien, así- así (muy) mal, triste ¿Qué es? ¿Qué son? ¿Qué más? ¿De qué color es? ¿Cuánto/s? ¿Te gusta? Me gusta mucho, Me gusta, No me gusta España, los españoles, el Flamenco, el matador, la corrida, el madroño el toro, las montañas, el palacio, el castillo, la molina, los reyes, la música, las castañuelas, el abanico, la comida, las aceitunas, la comida, los churros con chocolate, el flan, el jamón Serrano, el pan, la paella, la tortilla española, las patatas bravas, el gazpacho, el fútbol, Real Madrid, Fútbol Club Barcelona, Euros, San Fermín, Las Fallas, La Tomatina, la bandera, Euros, Don Quijote y Sancho Panza</p>
<p>Integration of Technology SAMR</p>	<p>SMARTBoard Applications Chromebook and Ipad Applications Language Learning websites</p>	

Instructional Unit Map

Course Title: SPANISH - Grade 1

Unit Title	Naming body parts, identifying how many and saying what hurts.		Start Date:	December
			Length of Unit:	Days 12-20
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using	Learning Goals	<p>Students will learn some general phrases to express what they have and do not have and how many; speaking to what hurts; including greetings, asking how others are feeling and answering,; as well as identifying additional symbols and products associated with Spain.</p> <p>Students will understand some similarities and differences in the Spanish language and the Spanish speaking world culture to their own language and experience.</p>	

	<p>memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures</p>		
--	---	--	--

	<p>when greeting others and during leave takings.</p> <p>Secondary Standards: Secondary Standards: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p>		
<p>Essential Questions</p>	<p>What can we learn about a language through its culture? Why should we study other cultures and what does it teach us?</p>		

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		Summative	Alternative
	Greetings and Leave Taking Strategic Questioning Participating in Songs Completing a game Naming items		Benchmark as suggested from American Council on the Teaching of Foreign Languages	Performance Student created visual and labels Collage True and False Questions
Unit Pre-Assessment(s) <i>What do they already know?</i>	Four Corner Inquiry Turn and Talk; Surveys Yes-No Cards Picture and Word Puzzles			
Instructional Strategies/Student Activities	Singing a cultural song for greetings and goodbyes, and asking questions such as, what is this? How many do you have? Sorting words in top to bottom order of a body; matching Coloring pictures according to directions given Playing games using authentic language Listening to culturally appropriate stories and talking about these in the context of language learned.			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Hold high expectations Modify and accommodate as listed in IEP or 504	Hold high expectations Modify and accommodate as listed in IEP or 504	Hold high expectations Establish a consistent and daily routine.	Hold high expectations Encourage exposure to selection and use of appropriate and specialized resources

	<p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Use visuals, gestures and manipulatives often</p> <p>Create modified assessments</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Allow for collaboration with other students</p>	<p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Chunk tasks into smaller components</p> <p>Provide step by step instructions</p> <p>Model and use visuals as often as possible</p> <p>Create modified assessments</p> <p>Allow for choice</p>	<p>Develop a reward system to encourage good behavior and completion of work</p> <p>Make modifications to instruction based on I&RS plan</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Contact parent/guardian through 3-2-1 system</p>	<p>Enable students to explore continually changing knowledge of one's relationship with people, societal institutions, nature and culture.</p> <p>Provide opportunities for flexible grouping and open-ended activities.</p>
<p>Differentiated Instructional Methods:</p> <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<p>Learning Stations (Centers)</p> <p>Task Cards</p> <p>Videos and Audiobooks</p> <p>Think-Pair-Share</p> <p>Student Grouping for Games</p> <p>Relate Spanish to personal interest and</p>		<p>Participation in classroom activities:</p> <p> games, chants, asking and answering questions</p> <p>Survey and Chart</p> <p>Dramatic Response: role play; call and response dance</p>	

	everyday examples		
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Simon dice Baila/Bailen Duerme/Duerman Levántate/Levantense Muévete/Muévanse Siéntate/Siéntense Pasa/Pasen Toca/Toquen Ve/Vayan a Enséñame/Enséñenme	¿Cómo te llamas? Me llamo ¿Cómo estás? Estoy feliz, (súper) bien, así-así, (muy) mal, triste ¿Qué es? ¿Qué son? ¿Qué más? ¿Cuánto/s? ceros, uno, dos, tres, cuatro cinco, seis, siete, ocho, nueve, diez once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte veintiuno, veintidós, veintitrés, veinticuatro, veinticinco veintiséis, veintisiete, veintiocho, veintinueve, treinta	¿Qué te duele/n? Me duele/n la cabeza, los ojos, la nariz los oídos, la boca, los hombros los brazos, los codos, las manos, los dedos, el estómago, las cadenas, las rodillas, las piernas, los pies, los dedos del pie
Integration of Technology SAMR	SMARTBoard Applications Chromebook and Ipad Applications Language Learning websites		
Interdisciplinary Connections NJ Student Learning Standards	LA.K.RL.K.10 (Progress Indicator) Actively engage in group reading activities with purpose and understanding. LA.K.SL.K.4 (Progress Indicator) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. LA.K.L.K. 5.A Sort common objects into categories (e.g. sizes) to gain a sense of the concepts the categories represent LA.K.L.K.5.C Identify real-life connections between words and their use (e.g. note how many body parts a monster has) 1.MD.C.4 Ask and answer questions about the total number of data points; and how many more or less are in one category than in another. 1.OA.A.2 Solve word problems that call for addition whose sum is less than or equal to 20. TECH.8.1.2.A.CSI (Content Statement) Understand and use technology systems		

21 st Century Themes/Skills P21 Framework	Themes		Skills
	Global Awareness		LIFE AND CAREER SKILLS <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration - Initiative and Self Direction - Productivity and Accountability
Resources/Materials	Teacher Created Resources Hispanic realia (objects and material of everyday life) Culturally authentic documents Teach Them Spanish! Grade 1 and its ancillaries Sana, Sana CD ASIN: B00MGYXD		

Instructional Unit Map			
Course Title: SPANISH - Grade 1			
Unit Title	Identifying colors; Expressing likes and dislikes		Start Date: March
			Length of Unit: Days 22- 30
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics	Learning Goals	Students will learn some general phrases to describe items by color; speaking to what they like and dislike; as well as identifying many more symbols and products associated with Spain and the Spanish-speaking world.

	<p>using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave</p>		<p>Students will understand some similarities and differences in the Spanish language and the Spanish speaking world culture to their own language and experience.</p>
--	--	--	--

	<p>takings.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Secondary Standards: Secondary Standards: 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in</p>		
--	---	--	--

	<p>culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p>		
Essential Questions	<p>What can we learn about a language through its culture? Why should we study other cultures and what does it teach us?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative		
	Summative		Alternative
	<p>Greetings and Leave Taking Strategic Questioning Participating in Songs Completing a game Naming items</p>	<p>Benchmark as suggested from American Council on the Teaching of Foreign Languages</p>	<p>Performance Student created visual and labels Patterns Musical Chairs</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Four Corner Inquiry Turn and Talk; Surveys</p>		

	Yes-No Cards Picture and Word Puzzles			
Instructional Strategies/Student Activities	Singing a cultural song for greetings and goodbyes, and asking questions such as, What color is this? Creating a rainbow of color words; a replica of Antoni Gaudí salamander Coloring pictures according to directions given Playing games using authentic language Listening to culturally appropriate stories and talking about these in the context of language learned.			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly and concisely and repeat, reword, and modify as necessary Question in open-ended format Use visuals, gestures and manipulatives often	Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly and concisely and repeat, reword, and modify as necessary Question in open-ended format Chunk tasks into smaller components Use of flexible grouping	Hold high expectations Establish a consistent and daily routine. Review instructions individually Develop a reward system to encourage good behavior and completion of work Make modifications to instruction based on I&RS plan Provide breaks to allow for refocusing as needed. Contact parent/guardian through 3-2-1 system	Hold high expectations Encourage exposure to selection and use of appropriate and specialized resources Enable students to explore continually changing knowledge of one’s relationship with people, societal institutions, nature and culture. Ensure activities where students are in charge of their learning Provide opportunities for flexible grouping

	<p>Use of graphic organizers</p> <p>Create modified assessments</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Allow for collaboration with other students.</p>	<p>Provide step by step instructions</p> <p>Model and use visuals as often as possible</p> <p>Create modified assessments</p> <p>Allow for choice</p>		<p>and open-ended activities</p>
<p>Differentiated Instructional Methods:</p> <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<p>Learning Stations (Centers)</p> <p>Think-Pair-Share</p> <p>Task Cards</p> <p>Videos and Audiobooks</p> <p>Student Grouping for Games</p> <p>Relate Spanish to personal interest and everyday examples</p>		<p>Participation in classroom activities:</p> <p>games, songs, asking and answering questions</p> <p>Tally Charts and Bar graphs from Surveys</p> <p>Dramatic Response: role play; call and response dance</p>	
<p>Vocabulary</p> <p><i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Simon dice</p> <p>Baila/Bailen</p> <p>Duerme/Duerman</p> <p>Levántate/Levantense</p> <p>Muévete/Muévanse</p> <p>Siéntate/Siéntense</p> <p>Pasa/Pasen</p> <p>Toca/Toquen</p> <p>Ve/Vayan a</p> <p>Enséñame/Enséñenme</p>	<p>¿Cómo te llamas? Me llamo</p> <p>¿Cómo estás? Estoy feliz, (súper) bien, así-así, (muy) mal, triste</p> <p>¿Qué es? ¿Qué son?</p> <p>¿Qué más?</p> <p>¿Cuánto/s?</p> <p>cero, uno, dos, tres, cuatro</p> <p>cinco, seis, siete, ocho, nueve, diez</p> <p>once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte</p>		<p>¿De qué color es/son? Es...Son...</p> <p>amarillo/a/s, anaranjado/a/s, az</p> <p>azul/es, blanco/a/s, café/s, gris/es, morado/s, negro/a/s, rojo/a/s, rosado/a/sverde/s</p> <p>claro, oscuro</p> <p>¿Cuál es tu color favorito?</p>

	veintiuno, veintidós, veintitrés, veinticuatro, veinticinco veintiséis, veintisiete, veintiocho, veintinueve, treinta	
Integration of Technology SAMR	SMARTBoard Applications Chromebook and Ipad Applications Language Learning websites	
Interdisciplinary Connections NJ Student Learning Standards	<p>VPA.1.3.2.D.5 (Cumulative Progress Indicator) Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.</p> <p>LA.K.RL.K.10 (Progress Indicator) Actively engage in group reading activities with purpose and understanding.</p> <p>LA.K.SL.K.4 (Progress Indicator) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LA.K.L.K. 5.A Sort common objects into categories (e.g. sizes) to gain a sense of the concepts the categories represent</p> <p>LA.K.L.K.5.C Identify real-life connections between words and their use (e.g. note how many body parts a monster has)</p> <p>SS.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>SS.6.1.4.D.18 Explain how an individual’s beliefs, values and traditions may reflect more than one culture.</p> <p>T.8.1.2.A.CSI (Content Statement) Understand and use technology systems</p> <p>T.8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</p> <p>VPA.1.2.2.A.! Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on themes of family and community, from various historical periods and world cultures.</p>	
21st Century Themes/Skills P21 Framework	Themes Skills	
	Global Awareness	LIFE AND CAREER SKILLS <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration

Resources/Materials	Teacher Created Resources Hispanic realia (objects and material of everyday life) Culturally authentic documents Teach Them Spanish! Grade 1 and its ancillaries Google Images for pictures Various Hispanic literature books: Gazpacho for Nacho ISBN: 9781477817278 Spain The Culture: ISBN-10: 0778797341 A Dragon on the Roof: ISBN-10: 3791373919 Video Clips: Vimeo.com
----------------------------	---