

Quinton Township School District
Spanish
1st Grade

Pacing Guide

Marking Period:	1	Unit Title:	Introduction, General Conversation	Pacing:	5 days
------------------------	---	--------------------	--	----------------	--------

Unit Summary: Students will learn some general conversation skills including introducing themselves and general conversation.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to ask someone their name by saying, " ¿Cómo te llamas?" and introduce themselves by saying, "Me llamo..." so that they could meet someone that does not speak English.
- SW learn to guess where a particular stuffed animal is by asking it the question, " ¿Cómo te llamas?"
- SW learn to respond with "Mucho gusto." When meeting someone.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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).

- 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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

- 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.
- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Participaton in asking someone's name • Participation in introducing oneself • Finding a matching partner with the same name • Conversation with a puppet	Teacher Made Resources	• Teacher made materials. • Teacher made cards with famous pictures. • Puppets • Ball	• Smart Board Applications • Ipads

Assessments	
Formative Assessments • Student conversations • Student participation • Exit slip	Summative Assessments • Oral Conversation Suggested skills to be assessed: <i>Ability to ask someone's name and introduce oneself</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Marking Period:	1	Unit Title:	¿Cuántos años tienes?	Pacing:	4 days
------------------------	---	--------------------	-----------------------	----------------	--------

Unit Summary: Students will learn to ask someone's age and state their own age as well as interacting politely in a conversation with "por favor", "gracias" and "de nada".

Objectives:

- SW learn to ask puppets how old they are using, "¿Cuántos años tienes?"
- SW learn to ask each other, "¿Cuántos años tienes?" so that they could find out the age of someone they may meet.
- SW learn to respond with, "Tengo__ años."
- SW learn to create a tally sheet of the ages in the classroom to find out what age is most popular.
- SW learn how to use, "por favor, gracias, de nada" appropriately so that they may receive things they want and show that they have good manners.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?

- How do I make a friend with someone who speaks a different language?

New Jersey Student Learning Standards/Learning Targets:

- 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).
- 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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
- Practice asking one's age and sharing one's own age. - Create a tally sheet of the ages in the classroom - Role play - TPR (Total Physical Response)	Teacher Made Resources	- Teacher made materials. - Ball - Tally sheet - Puppets	Smart Board Applications

Assessments	
Formative Assessments - Participation in asking one's age and sharing their own age. - Role play with "por favor", "gracias" and "de nada" - TPR - Tally sheet	Summative Assessments ¿Cuántos años tienes? Unit Test Suggested skills to be assessed: <i>Ability to ask someone's age and state one's own age.</i> <i>Ability to use "por favor", "gracias" and "de nada" appropriately.</i>
Benchmark Assessments	Alternative Assessments Alternative Choice Projects

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
---	--	--	--

Marking Period:	2	Unit Title:	Vocales/Colores	Pacing:	4 days
------------------------	---	--------------------	-----------------	----------------	--------

Unit Summary: Students will learn the sounds of the “vocales”, to read color words and ask someone’s favorite color and state their own.

Objectives:

- SW learn the “vocales” and the sounds that they make.
- SW learn to read the color words using the “vocales” they have learned and match the words to the correct colors.
- SW learn to ask and respond to the question, “¿Cuál es tu color favorito?”.
- SW learn to use the question, “¿Cuál es tu color favorito?” to discover what the most popular, least popular color is in the class by creating a tally chart.
- SW learn to compare the popularity of colors in their class with that of the other class.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

- 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).
- 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.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Vocales TPR • Reading of words • “¿Cuál es tu color favorito?” Chant • Tally chart and bar graph	Teacher Made Resources	• Teacher made materials. • Teacher made tally chart, bar graph • Smart Board	• Smart Board Applications

Assessments	
Formative Assessments • Vocales TPR • Teacher observation • Student participation in chant and conversation • Tally chart, bar graph	Summative Assessments • Vocales/Colores Unit Test Suggested skills to be assessed: <i>Ability to identify the names of the Spanish vowels.</i>
Benchmark Assessments	Alternative Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.			
---	--	--	--

Marking Period:	2	Unit Title:	Las Posadas	Pacing:	3 days
------------------------	---	--------------------	-------------	----------------	--------

Unit Summary: Students will learn the traditions of “Las Posadas”. ()

Objectives:

- SW learn about the traditions of “Las Posadas” by reading books that describe the celebration. ()
- SW list celebrations of “Las Posadas” on the Smart Board.
- SW learn to compare their holiday celebrations with those of “Las Posadas” by completing a Venn Diagram.
- SW learn that Hispanics in the United States still celebrate las posadas.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do celebrations in Spanish speaking countries compare to my celebrations?

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

New Jersey Student Learning Standards/Learning Targets:

- 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).
- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Read stories about “Las	• Teacher Made Resources	• Teacher made	• Smart Board Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Posadas”. - List traditions - Complete Venn Diagram comparing traditions with traditions in the United States during the holidays.	- Video: http://www.keyt.com/news/las-posadas-tradition-began-at-el-p residio/30214264 https://www.youtube.com/watch?v=DtD5hTWqk0 https://www.youtube.com/watch?v=J_GgJS3Pc9U	materials. <u>The Night of Las Posadas</u> <u>Las Posadas: An Hispanic Christmas Celebration</u> - Venn Diagram/Pictures on Smart Board	
--	---	--	--

Assessments	
Formative Assessments - Participation in story - Venn Diagram	Summative Assessments Venn Diagram Suggested skills to be assessed: <i>Ability to identify traditions of “Las Posadas” and compare them to one’s own holiday traditions.</i>
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Marking Period:	3	Unit Title:	Classroom Items	Pacing:	4 days
------------------------	---	--------------------	-----------------	----------------	--------

Unit Summary: Students will learn to identify items in the classroom (silla, lápiz, papel, mesa, libro, borrador, puerta, ventana, escritorio, pluma, borrador, cuaderno) so they are able to talk about things in the classroom.

Objectives:

- SW learn to identify classroom items by reading the words, “silla, lápiz, papel, mesa, libro, borrador, puerta, ventana, escritorio, pluma, borrador, cuaderno” so that they can effectively communicate in the classroom.
- SW learn to match pictures to words on the Smart Board.
- SW learn to identify classroom items by playing a board game identifying the picture they land on.
- SW learn to match pictures of classroom items to the words they see/hear.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share information about the world around me?

New Jersey Student Learning Standards/Learning Targets:

- 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).
- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• TPR with classroom items	• Teacher Made Resources	• Teacher made	• Smart Board Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• WS p. 29-31 • Matching words to pictures on Smart Board • Board game	• <u>Teach Them Spanish: Grade 2</u>	materials. • Teach Them Spanish (TTS) p. 29-31 • Teacher made board game	
--	--	--	--

Assessments	
Formative Assessments • TPR • Participation in TPR game and board game • Worksheet	Summative Assessments • Classroom Items Unit Test Suggested skills to be assessed: <i>Ability to identify classroom items.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone	• Basic Skills Instruction • Provide after-school tutoring services.	• Promote self-initiated and self-directed learning for growth through independent

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	--	--	--

Marking Period:	3	Unit Title:	Familia	Pacing:	8 days
------------------------	---	--------------------	---------	----------------	--------

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Unit Summary: Students will learn to identify the members of the family in Spanish (madre, padre, abuelo, abuela, hermano, hermana, chico, chica) and place them into a family tree.

Objectives:

- SW learn to identify members of the family so that they can describe their own families.
- SW learn to read a family tree and state the people in the tree.
- SW learn to sing the “Family Song”
- SW learn to read and write the words for family members in Spanish.
- SW learn to listen to the family members to find the correct pictures on a Bingo card with a partner.
- SW learn to state what family member is described by certain cognate adjectives (serio, cómico, especial.), using, “Mi ___ es ____.”
- SW learn to label a family tree with the correct Spanish words.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share information about my family?

New Jersey Student Learning Standards/Learning Targets:

- 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).
 - 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
 - 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Read Family Tree • Sing "Family Song" • Student discussions of families • Practice reading and writing	Teacher Made Resources <u>Teach Them Spanish! Grade1, 2</u>	• Teacher made materials. • Teach Them Spanish	• Smart Board Applications

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

family words on worksheet • Bingo • Create Family Tree		(TTS):Grade 1 p. 35-36, 50; Grade 2 p. 47-48 • Pictures of family members • Bingo cards • Adjective pictures • Teacher made family tree worksheet	
---	--	---	--

Assessments	
Formative Assessments • Participation in family song • Oral conversation • Written work	Summative Assessments • Familia Unit Test Suggested skills to be assessed: <i>Ability to complete a family tree, placing the family members in the correct location.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Marking Period:	4	Unit Title:	La cara	Pacing:	7 days
------------------------	---	--------------------	---------	----------------	--------

Unit Summary: SW learn the parts of the face in Spanish, “ojos, orejas, boca, nariz, cara, dientes, pelo” and learn to color the parts of the face a certain color according to the directions.

Objectives:

- SW learn to sing the song, “Ojos, Orejas, Boca, Nariz”.
- SW learn to match the word they hear to the written word.
- SW learn to write the words for the parts of the face and in order to solve riddles.
- SW learn to create a “Senor Papa” according to the given directions, by coloring his face the correct color, working in groups of 2 or 3.
- SW learn to play a game in pairs, similar to “Cooties”, but with Mr. Potato Heads. They will compete to be the first one with a completed head.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share information about myself and others in Spanish?

New Jersey Student Learning Standards/Learning Targets:

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).

- 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.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.

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.

- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

Interdisciplinary Connections: SL.PE.1.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2

Computer Science and Design Thinking: 8.1.2.AP.4

Career Education:

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
------------------------	----------------------------	------------------------------	---------------------

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Sing parts of the face song • TPR • written work • Senor Papa group project • “Cooties” game	Teacher Made Resources <u>Teach Them Spanish! Grade 1</u>	• Teacher made materials. • Teacher made exit slip matching the word to the correct picture • <u>Teach Them Spanish: Grade 1 p. 32-34</u> • Teacher made Senor Papa worksheet • Mr. Potato Head pieces for game • Dice • Teacher made assessment	• Smart Board Applications
--	--	---	--

Assessments	
Formative Assessments • Student participation in TPR • Exit Slip • Student participation in song	Summative Assessments • Teacher made assessment, choosing the correct picture to match the Spanish part of the face. Suggested skills to be assessed:

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Written work • Participation in games	<i>Ability to identify parts of the face.</i>
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	language for parents. • Hold conferences with translator present.		
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI