

Lakewood Township School District Curriculum Guide

Grade: First	Content Area: World Language (Spanish)
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<p>Original Adoption: 2023 NJSLS English Language Arts and English as a Second Language (8-21-24); Math NJSLS Mathematics (8-21-24); 2020 NJSLS Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)</p>
<p>Created By: World Language Curriculum Team</p>
<p>ACTFL Level: Novice-Low</p>

Recommended Pacing Guide	
Unit 1: Nos Conocemos	20-25 days
Unit 2: ¿Cómo vivimos?	20-25 days
Unit 3: Vamos a aprender	20-25 days
Unit 4: Los animales	20-25 days
Unit 5: Nos cuidamos	20-25 days
Unit 6: Nuestro ambiente	20-25 days
Unit 7: Las Profesiones	20-25 days
Unit 8: Nuestras celebraciones	20-25 days

Alignment with State Mandates
<p>The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:</p> <ul style="list-style-type: none"> ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).

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Introduction

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1: Nos Conocemos

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
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- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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<p>Culturally Diverse:</p> <ul style="list-style-type: none"> ● Embrace diversity in teaching styles ● Provide an interpreter if needed ● Incorporate more group work ● Provide visuals as possible by writing on the board, diagramming, and using pictures. ● Allow ELL students to preview materials before a lesson when possible ● Provide tutoring if needed ● Develop a relationship with the parents of ELL students ● Develop a relationship with any student who is outside the dominant cultural or ethnic group
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Disciplinary Concepts and Core Ideas	
Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards
<p><u>Interpretive Mode of Communication</u></p> <ul style="list-style-type: none"> ● 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts. <p><u>Interpersonal Mode of Communication</u></p> <ul style="list-style-type: none"> ● 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words

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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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.3.C Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

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- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

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8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their

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contributing community member and employee.	interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career

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	paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observations ● Role play/skits ● Peer Assessments ● Quizzes ● Student participation ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners ● Use free music sites to listen to and learn authentic songs from a Spanish-speaking country. 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Checklist ● Exit tickets ● Journals and reflections ● Think, pair and share ● Listen and draw what you hear ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment</p> <p>Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment

Knowledge & Skills

Enduring Understandings:	Essential Questions:
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<ul style="list-style-type: none"> ● People use language to build relationships, share information, and understand one another across cultures. ● Families and communities are diverse, and learning about others helps us appreciate similarities and differences, including abilities, cultures, and traditions. ● Cultural celebrations, such as festivals in Mexico, reflect a community’s history, values, and connection to the natural environment. ● Responsible global citizens consider how their actions impact others and the planet, including how festivals and traditions can be sustainable and respectful of nature. ● Inclusive communication practices ensure that all individuals—including people with disabilities—can participate, express themselves, and feel valued. 	<ul style="list-style-type: none"> ● How do greetings and introductions help us build connections with others? ● How do families and communities in Mexico and in our classroom celebrate who they are? ● What can we learn about a culture by exploring its festivals, masks, and traditions? ● How can we show respect, inclusion, and understanding toward people with different backgrounds, abilities, and experiences? ● How does the environment influence cultural celebrations, and how can we protect our planet while celebrating? ● Why is using punctuation (question marks, periods) important for clear communication?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Basic conversation words and phrases ● Common greetings and farewells in Spanish. ● How to introduce themselves and others (name, simple descriptions). ● How to ask for someone’s name using Spanish question forms. ● How to identify and use question marks (¿ ?) and periods (.) correctly. ● That masks can represent animals, plants, or cultural stories from Mexico. ● Many Mexican festival masks are inspired by animals, plants, and nature, which need protection. ● Materials can be reused or recycled to create environmentally friendly masks. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Greet and say goodbye in Spanish appropriately in different contexts. ● Introduce themselves and a friend using simple Spanish phrases. ● Ask and answer “What is your name?” in Spanish. ● Use question marks and periods correctly in simple written sentences. ● Identify and name family members and describe them ● Describe a Mexican festival using basic vocabulary. ● Create a mask inspired by an animal or flower, using sustainable or recycled materials.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students’ learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy
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<ul style="list-style-type: none"> ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 	<ul style="list-style-type: none"> ● Vooks.com
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Unit 2: ¿Cómo vivimos?	Duration: 20-25 days
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Suggested Accommodations
<p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Flashcards (Digital and paper) ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified Instructions/Assessments/Assignments ● Chunking ● Build background knowledge ● Define Key words ● Use visual and audio supports ● Address all four language domains ● Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
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- Integrate a variety of activities to meet all types of multiple intelligences

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- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Disciplinary Concepts and Core Ideas

Interpretive Mode of Communication	In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”
Interpersonal Mode of Communication	In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
Presentational Mode of Communication	In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Focus Standards

Lakewood Township School District Curriculum Guide

Grade: First

Content Area: World Language (Spanish)

Interpretive Mode of Communication

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.1.C Orally segment the phonemes in any single syllable, spoken word.

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Grade: First

Content Area: World Language (Spanish)

- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

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- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
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- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
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- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Visual and Performing Arts

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

Lakewood Township School District Curriculum Guide

Grade: First

Content Area: World Language (Spanish)

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.,

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- 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
 - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’

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	actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use photo-editing or dress-up apps for dressing people up in different clothing items.
- Use a coloring program to create and decorate a house with different rooms.
- Use free music sites to listen to and learn authentic songs from a Spanish-speaking country.

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.
Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks

Lakewood Township School District Curriculum Guide

Grade: First	Content Area: World Language (Spanish)
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	students to demonstrate what they know in a meaningful context.
Summative Assessments: <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	Benchmark Assessments: <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment

Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● People live in different types of homes and communities, and these reflect culture, environment, and family needs. ● Language helps us describe our surroundings, express preferences, and build connections within our community. ● Food, clothing, and daily routines reflect cultural identity, local resources, and personal choices. ● Markets and community spaces show how people work together, share resources, and support daily life. ● Traditional clothing like the Nicaraguan huipil and cotona reflects history, craftsmanship, and cultural pride, and can be compared respectfully to our own clothing choices. 	Essential Questions: <ul style="list-style-type: none"> ● How do people in Nicaragua live, and how is daily life similar to or different from our own? ● How can we describe our home and the people who live in it? ● What can we learn by exploring a market and the foods people eat? ● Why do people choose certain clothing, and how does clothing show identity, culture, and personal preference? ● How do community places help us live, learn, shop, and connect with others? ● How does climate and the environment influence the food we find, the clothing people wear, and community traditions?
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Content: Students will know: <ul style="list-style-type: none"> ● Vocabulary for parts of the home and rooms in a house. ● Phrases to describe where they live and who is in their home. ● Vocabulary for market foods, especially fruits and vegetables. ● How to express likes and dislikes about foods, clothing, and colors. ● Clothing vocabulary and common colors in Spanish. ● Phrases to describe what clothing they buy or wear. ● Vocabulary for community places (school, park, market, library, etc.). ● Phrases to say where they are and where they are going. 	Skills: Students will be able to: <ul style="list-style-type: none"> ● Describe their home, including rooms and locations of objects or people. ● Say who is in their home and where each person is. ● Name and describe fruits and vegetables found in a market. ● Express what they like and don't like to eat from the market. ● Identify and describe clothing items and colors they like. ● Describe what clothes they buy or wear. ● Identify and describe places in the community. ● Say where they are and where they are going using simple phrases. ● Recognize and discuss the huipil and Nicaraguan cotona.
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<ul style="list-style-type: none"> ● What a Nicaraguan market looks like and what foods are common. ● The cultural significance of the huipil and the cotona Nicaragüense. ● How to respectfully compare cultural clothing with their own clothing styles. ● Homes and families come in many forms, including those with diverse abilities and needs. ● Communities create inclusive spaces that support everyone (ramps, signs, helpers, visual supports). 	<p>Compare their own clothing to traditional Nicaraguan clothing respectfully.</p>
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com
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Lakewood Township School District Curriculum Guide

Grade: First

Content Area: World Language (Spanish)

Unit 3: Vamos a aprender

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words

- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.
- L.WF.1.3.B Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- L.WF.1.3.H Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
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- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.

Mathematics

- 1.M.B.3 Tell and write time in hours and half-hours using analog and digital clocks.
- 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

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Grade: First

Content Area: World Language (Spanish)

Visual and Performing Arts

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Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

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9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully

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and persevere in solving them.	investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

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- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Use a digital planner or calendar for students to create a daily schedule of activities.

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native

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	<p>speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Schools around the world share common goals, but daily routines, classes, and games may differ based on culture and environment. ● Language helps us describe our schedule, express opinions, and communicate our needs in school. ● Games and play are important for learning, building friendships, and understanding different cultures. ● All students learn in different ways and at different paces, and inclusive schools ensure that everyone—regardless of ability—can participate. ● Cultural traditions like Chilean volantines (kites) reflect history, creativity, and community identity. ● Understanding others' experiences promotes empathy, respect, and appreciation for diversity. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is school life in Chile similar to or different from our school? ● Why do we need to know the days of the week and the time during the school day? ● How do games help us connect with others and learn about different cultures? ● How can we express our opinions respectfully about classes and activities? ● How can we ensure that all students—including those with disabilities—can participate in school and play? ● What do cultural traditions like Chilean kites (volantines) teach us about creativity, teamwork, and history? ● How can learning about other cultures help us appreciate diversity in our own community?
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Days of the week ● Describe school games ● How to say the time of their classes. ● Phrases to express opinions about classes ● How to ask and tell the time 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Name the days of the week in Spanish. ● Identify and describe games played at school. ● Compare Chilean school games with games in their own school. ● Ask and tell the time using simple phrases. ● Say what time their classes start or end.

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<ul style="list-style-type: none"> ● Common school games in Chile (e.g., la pelota, el luche similar to hopscotch, cuerda). ● How those games compare to games played in their own schools. ● The importance of volantines during Las Fiestas Patrias in Chile. 	<ul style="list-style-type: none"> ● Name the classes they study. ● Express opinions about classes (likes, dislikes, favorites). ● Describe similarities and differences between Chilean school games and their own. ● Recognize the cultural significance of volantines in Chile. ● Create their own volantín (kite), using safe and inclusive materials. ● Participate in adapted versions of games so everyone can join (e.g., simplified rules, cooperative play).
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com
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Unit 4: Los Animales

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words

- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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Interpretive Mode of Communication

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.

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- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A Introduce a topic.
- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Mathematics

- 1M.A Measure lengths indirectly and by iterating length units
- 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

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- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Visual and Performing Arts

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
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- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

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- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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<p>Demonstrate creativity and innovation.</p>	<p>Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

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Grade: First

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are

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<ul style="list-style-type: none"> Do-Now Thumbs up/down White boards Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners Live cams 	<p>being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kids Discover Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Animals have different characteristics, colors, sizes, and movements that help us describe, compare, and understand them. Animals live in different habitats, and these environments meet their needs. Pets and wild animals are part of our community and the world, and all living things deserve care and respect. Costa Rica is home to unique animals, including two types of sloths, which we can compare to animals we know. Climate change affects animals and their habitats, and people can help protect nature. Everyone can learn about animals, and inclusive classrooms make sure all students—regardless of ability—can participate. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What animals live with us, and what animals live in Costa Rica? How can we describe animals using size, color, body parts, and movement? Where do pets live, and where do wild animals live? What makes Costa Rican animals, like sloths, special? How can we compare animals from Costa Rica with animals in our own community? How do our actions help protect animals and their habitats, especially during climate change? How can we include all students when learning, talking, or role-playing about animals?

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<ul style="list-style-type: none"> ● Learning about animals from different cultures helps us value diversity and care for our planet. 	
<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Names of pets and other animals. ● Names of Costa Rican animals, including birds and wild animals. ● Words for animal colors and size (big/small). ● Body parts of animals (legs, tail, wings, etc.). ● Words to describe how animals move (run, fly, swim, crawl, climb). ● Vocabulary to describe favorite animals. ● Words for pet store animals. ● Phrases to describe an animal to a veterinarian. ● Costa Rica has two types of sloths (two-toed and three-toed). ● Sloths are important to Costa Rican culture and to nature. ● Many animals depend on healthy forests, oceans, and weather. ● Climate change can affect animal habitats, food sources, and safety. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Name pets, Costa Rican animals, and wild animals. ● Describe animals by color, size, body parts, and movement. ● Say where pets live and identify simple habitats for wild animals. ● Describe their favorite animal. ● Compare big and small animals. ● Compare Costa Rican animals with animals from their community. ● Explain which animals are fast or slow. ● Describe an animal's body parts and count them. ● Describe an animal to a veterinarian using short phrases. ● Identify two types of sloths and compare them to a favorite animal. ● Explain how animals in Costa Rica are similar or different from familiar animals. ● Understand that caring for nature helps protect animals like sloths, birds, and pets.

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://puravidajr.com/wildlife-wonders-a-kid-friendly-guide-to-seeing-animals-in-costa-rica/ ● https://www.kids-world-travel-guide.com/costa-rica-facts.html ● Animals of Costa Rica: Coloring Book

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<ul style="list-style-type: none"> ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 	
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Unit 5: Nos Cuidamos	Duration: 20-25 days
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Suggested Accommodations

<p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts) ● Flashcards (Digital and paper) ● Alternative assessment ● Flexible/cooperative grouping ● Graphic organizers ● Native Language Support and Resources ● Modified Instructions/Assessments/Assignments ● Chunking ● Build background knowledge ● Define Key words ● Use visual and audio supports ● Address all four language domains ● Incorporate technology <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● Shorten or simplify directions ● Alternative assessment ● Modified classwork and homework assignments ● Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction. ● Integrate a variety of activities to meet all types of multiple intelligences ● Review and make necessary IEP modifications ● Parent-teacher communication ● Chunking
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- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics

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- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave

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takings.

- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- W.AW.1.1.A Introduce an opinion.
- W.AW.1.1.B Support the opinion with facts or other information and examples related to the topic.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A Introduce a topic.
- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Mathematics

- 1M.A Measure lengths indirectly and by iterating length units
- 1.DL.A.1 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Health and Physical Education

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

Visual and Performing Arts

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

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8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g.,

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<p>8.1.2.NI.3, 8.1.2.NI.4).</p> <ul style="list-style-type: none"> ● 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. ● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices
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Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’

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	actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

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- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards
- Open-ended questions
- Group/pair activities
- Exit cards
- Total Physical Response
- Four Corners
- Recipes

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting

Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.

Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.

Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.

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Summative Assessments: <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	Benchmark Assessments: <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment
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Knowledge & Skills

Enduring Understandings: <ul style="list-style-type: none"> ● Knowing the parts of our body helps us talk about how we feel and how to stay healthy. ● Healthy habits—exercise, rest, and nutritious foods—help us take care of ourselves. ● People have different needs, abilities, and ways of staying healthy, and all bodies deserve respect. ● Food is an important part of culture, and traditional foods like Paraguayan chipá help us understand communities around the world. ● Inclusive communities support everyone, making sure all students can participate in health activities using tools and adaptations they need. 	Essential Questions: <ul style="list-style-type: none"> ● How do we care for ourselves and others in our community? ● What are the parts of the body and how can we describe them? ● How do I say how I feel or what hurts? ● What exercises help us stay healthy, and how do different parts of the body move? ● How do foods help us grow, stay strong, and feel good? ● What foods do I like, not like, and how can I describe their taste? ● What can we learn from Paraguayan food traditions like making chipá? ● How do we include everyone—no matter their ability—when we learn about health, exercise, and food?
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Content: <u>Students will know:</u> <ul style="list-style-type: none"> ● Names of body parts (head, arms, legs, hands, feet, etc.). ● Words to describe how they feel (tired, happy, sick, excited, etc.). ● Phrases for pain (“My ____ hurts”). ● Names of common exercises (jumping, stretching, running, dancing, etc.). ● That different exercises use different parts of the body. ● Names of healthy foods and everyday foods. ● Words for likes and dislikes about food. ● Words to describe tastes (sweet, salty, sour, crunchy, soft, etc.). ● Chipá is a traditional Paraguayan food. ● Recipes are part of a culture’s identity and are shared across families and communities. ● How to follow simple recipe steps to make chipá. ● Exercise can be adapted for everyone. 	Skills: <u>Students will be able to:</u> <ul style="list-style-type: none"> ● Name parts of the body and parts of the head. ● Describe what body parts are like (big/small, strong/weak, etc.). ● Say how they feel and what hurts. ● Identify different exercises and say their favorite exercise. ● Explain which body parts are used to do each exercise. ● Identify different foods. ● Say what foods they like and do not like. ● Describe how food tastes using simple adjectives. ● Follow the steps of a simple recipe (chipá). ● Compare chipá with foods from their own culture or home. ● Work cooperatively during exercises and cooking activities, ensuring everyone is included.
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<ul style="list-style-type: none"> ● Food traditions vary across cultures and families. 	<ul style="list-style-type: none"> ● Respect the abilities, health needs, and cultural foods of classmates.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. ● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com
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Unit 6: Nuestro Ambiente	Duration: 20-25 days
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Suggested Accommodations

<p>Multi Language Learners:</p> <ul style="list-style-type: none"> ● Flexible/Cooperative Grouping ● Visuals (Board and handouts)
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- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping

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- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

Interpretive Mode of Communication

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target

culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

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- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A Introduce an opinion.
- W.AW.1.1.B Support the opinion with facts or other information and examples related to the topic.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A Introduce a topic.
- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Science

- 1-LS1-2 Scientists look for patterns and order when making observations about the world.
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

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- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Visual and Performing Arts

- 1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).

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- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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<p>Self-Awareness</p> <ul style="list-style-type: none"> Recognize one's feelings and thoughts
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- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations
- Questions and answers
- Do-Now
- Thumbs up/down
- White boards

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:

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<ul style="list-style-type: none"> Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners Use a green screen and a map of the state or country to have students record weather reports/forecasts. Go online to find weather forecasts in Spanish, and have students create their own forecast to present to the class. Have students create their own “days of the week/months of the year” YouTube video in Spanish - song, rap, skit, etc. Have students create their own “Seasons” video in Spanish - song, rap, skit, etc. 	<p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example.</p> <p>Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kids Discover Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> People use different types of transportation depending on where they live, where they are going, and what they need. Weather and seasons affect what we do, how we travel, and how we play. Months and seasons help us understand the passing of time and celebrate cultural traditions. Communities around the world, including Spain, have unique celebrations that show their history and culture. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do we travel from one place to another? How does the weather affect what kids do each month or season? What are the months of the year and the four seasons? How is the weather in different places and how does it change? What celebrations happen in Spain during the year, and how are they similar to or different from celebrations in my community? How can we make transportation, playgrounds, and celebrations inclusive for people with disabilities?
<p>Content: <u>Students will know:</u></p> <ul style="list-style-type: none"> Names of different types of transportation (bus, car, train, plane, boat, bike, wheelchair-accessible options). 	<p>Skills: <u>Students will be able to:</u></p> <ul style="list-style-type: none"> Name and identify different types of transportation. Say which transportation they use to go to a specific place.

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<ul style="list-style-type: none"> ● How to say which transportation they use to go to different places. ● Words for where transportation travels (air, land, water). ● The months of the year. ● Seasonal activities kids do in each month. ● The four seasons and what typically happens in each one. ● Weather vocabulary (hot, cold, rainy, snowy, windy, sunny). ● Weather in different cities and how it might affect daily life. ● Traditional celebrations in Spain (Las Fallas, La Mercè, La Tomatina, Reyes Magos). 	<ul style="list-style-type: none"> ● Describe whether transportation moves through air, land, or water. ● Identify, name, and order the months of the year. ● Describe what children do during different months and seasons. ● Identify the four seasons and explain what they like to do during each one. ● Describe the weather in different places and compare temperatures or conditions. ● Explain what games or activities kids play depending on the weather. ● Compare celebrations in Spain with a celebration from their own community.
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) ● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary) ● Whiteboard activities (Any topic/vocabulary) ● Listening and drawing activities (Any topic/vocabulary) ● Role play ● Graffiti wall ● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw. 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com ● https://science.nasa.gov/kids/earth/
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Content Area: World Language (Spanish)

- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1

Unit 7: Las Profesiones

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology

Special Education/Students with Disabilities:

- Shorten or simplify directions
- Alternative assessment
- Modified classwork and homework assignments
- Seating arrangements to meet IEP requirements and enhance teacher to student interaction and instruction.
- Integrate a variety of activities to meet all types of multiple intelligences
- Review and make necessary IEP modifications
- Parent-teacher communication
- Chunking
- Build background knowledge
- Define Key words
- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily

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- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated

Gifted and Talented:

- Alternative assessment
- Flexible/cooperative grouping
- Independent research assignments
- Modified classwork and homework assignments
- Integrate a variety of activities to meet all types of multiple intelligences
- Challenging reading materials
- Self-directed activities
- Pretest to determine mastery

Students at Risk of Failure:

- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Parent-teacher communication
- Integrate a variety of activities to meet all types of multiple intelligences
- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
- Set of Books Sent Home
- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

Culturally Diverse:

- Embrace diversity in teaching styles
- Provide an interpreter if needed
- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

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Focus Standards

Interpretive Mode of Communication

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Interpersonal Mode of Communication

- 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 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.

Presentational Mode of Communication

- 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.

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.

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- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A Introduce an opinion.
- W.AW.1.1.B Support the opinion with facts or other information and examples related to the topic.
- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A Introduce a topic.
- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live

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- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

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9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their

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	work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits
- Peer Assessments
- Quizzes
- Student participation
- One-on-one assessment
- Group assessment
- Peer assessment
- Self-assessment
- Project-Based Assessments
- Listening Comprehension
- Oral presentations

Alternative Assessments:

- Checklist
- Exit tickets
- Journals and reflections
- Think, pair and share
- Listen and draw what you hear
- Listen and translate
- ChatterPix
- Flipgrid

Student Assessment

Assessment in second-language learning needs to operate at a number of different levels because of

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<ul style="list-style-type: none"> Questions and answers Do-Now Thumbs up/down White boards Open-ended questions Group/pair activities Exit cards Total Physical Response Four Corners 	<p>the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> Rubrics Student Growth Objective Role play/skits End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Assessments on Kids Discover Chapter assessment

Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Communities are made up of many different professions, and every job is important. People use different tools and work in different places depending on their profession. Children can explore their interests and imagine who they may want to become in the future. Cultures express themselves through music, art, and traditions, such as the Venezuelan cuatro. People with disabilities can do many different jobs, and inclusive workplaces help everyone succeed. Reusing and recycling materials helps protect our environment and reduces waste. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are some important professions in our community? What do adults do at their jobs? What tools or materials do people use in different professions? Where do people work? What profession do I want to have in the future? How can we make sure workplaces and tools are accessible for people with disabilities? How can we use recycled materials to help our planet? What can we learn from Venezuelan culture and music?

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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Names of different professions (teacher, doctor, chef, firefighter, musician, veterinarian, etc.). ● Simple descriptions of what these professionals do. ● Common tools and objects used in different jobs (stethoscope, computer, pencil, hose, instruments). ● Office and workplace vocabulary (desk, chair, computer, phone, building). ● Places where people work (school, hospital, fire station, restaurant, office). ● Basic facts about the Venezuelan cuatro and its cultural importance. ● How recycled materials can be used for art projects or tools. ● That people with disabilities contribute to all types of professions. ● Diversity in professions across cultures and communities. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Identify different professions in their community and around the world. ● Describe what adults do at their jobs using simple sentences. ● Match tools and materials to the correct job. ● Identify and name objects found in an office or workplace. ● Describe where different professionals work. ● Explain what profession they want to have in the future. ● Recognize how tools and workplaces can be adapted for people with disabilities. ● Use recycled materials to create an artistic representation of a Venezuelan cuatro. ● Show respect for cultural traditions and diverse community helpers. ● Describe simple ways to care for the Earth by reusing and recycling.
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Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p> <ul style="list-style-type: none"> ● Target language games/activities (guess who) ● Cultural Realia ● Art ● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share ● Linguistic Activities (Any topic/vocabulary) ● Logical-mathematical (Numbers) ● Musical (Any topic/vocabulary) ● Intrapersonal (Any topic/vocabulary) ● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary) ● Answering questions (Any topic/vocabulary) ● Listening to the teacher and peers (Any topic/vocabulary) 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos! ● Reading A-Z ● Epic! ● Reading IQ ● Unite for Literacy ● Vooks.com
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- Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)
- Whiteboard activities (Any topic/vocabulary)
- Listening and drawing activities (Any topic/vocabulary)
- Role play
- Graffiti wall
- Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.
- Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1

Unit 8: Nuestras Celebraciones

Duration: 20-25 days

Suggested Accommodations

Multi Language Learners:

- Flexible/Cooperative Grouping
- Visuals (Board and handouts)
- Flashcards (Digital and paper)
- Alternative assessment
- Flexible/cooperative grouping
- Graphic organizers
- Native Language Support and Resources
- Modified Instructions/Assessments/Assignments
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Special Education/Students with Disabilities:

- Shorten or simplify directions
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- Define Key words

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- Use visual and audio supports
- Address all four language domains
- Incorporate technology
- Graphic organizers

504 Plans:

- Follow all 504 plans
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- Allow extra time to complete assignments or tests
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Gifted and Talented:

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- Self-directed activities
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- Modified classwork and homework assignments
- Reward system
- Refer to outside counseling or similar resources if necessary
- Help parents become familiar with available services and resources

Economically Disadvantaged:

- Extra Materials Provided
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- Study Guides Gifted and Talented
- Alternative Assessments/Assignments
- Rubrics
- Introduce Students to Higher Level Vocabulary
- Differentiate learning pace using curriculum acceleration

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- Embrace diversity in teaching styles
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- Incorporate more group work
- Provide visuals as possible by writing on the board, diagramming, and using pictures.
- Allow ELL students to preview materials before a lesson when possible
- Provide tutoring if needed
- Develop a relationship with the parents of ELL students
- Develop a relationship with any student who is outside the dominant cultural or ethnic group

Focus Standards

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

Supporting Standards

- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases

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related to climate change in the target culture(s) and in students' own cultures.

- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Interdisciplinary Connections

Language

- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.WF.1.1.B Write a common grapheme (letter or letter group) for each phoneme.
- L.WF.1.3.D Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- L.RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- L.RF.1.4.A Read grade-level text with purpose and understanding.

Reading

- RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
- RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).
- RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.
- RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

Speaking and Listening

- SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.PE.1.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.PE.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Writing

- W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.
- W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.
- W.AW.1.1.A Introduce an opinion.
- W.AW.1.1.B Support the opinion with facts or other information and examples related to the topic.

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- W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.
- W.IW.1.2.A Introduce a topic.
- W.IW.1.2.B Develop the topic with facts or other information and examples related to the topic.
- W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Social Studies

- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

8.2 Design Thinking

- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.

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- 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.
- 8.2.2.ITH.2: Explain the purpose of a product and its value.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.1.2.FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

9.4 Life Literacies & Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

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Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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communicate effectively.	
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Social Emotional Learning Standards
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Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Tasks:

- Teacher Observations
- Role play/skits

Alternative Assessments:

- Checklist
- Exit tickets

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<ul style="list-style-type: none"> ● Peer Assessments ● Quizzes ● Student participation ● One-on-one assessment ● Group assessment ● Peer assessment ● Self-assessment ● Project-Based Assessments ● Listening Comprehension ● Oral presentations ● Questions and answers ● Do-Now ● Thumbs up/down ● White boards ● Open-ended questions ● Group/pair activities ● Exit cards ● Total Physical Response ● Four Corners 	<ul style="list-style-type: none"> ● Journals and reflections ● Think, pair and share ● Listen and draw what you hear ● Listen and translate ● ChatterPix ● Flipgrid <p>Student Assessment Assessment in second-language learning needs to operate at a number of different levels because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessment fall into three major categories:</p> <p>Performance Assessment - is defined as how well a learner uses language acquired in a classroom setting</p> <p>Proficiency Assessment - is defined as the spontaneous use of language in real-world situations that might occur when: interacting with native speakers of the language, or immersed in a target language environment.</p> <p>Achievement Assessment - It requires students to demonstrate retention of previously learned content material, vocabulary and structure, for example. Pro-achievement Assessment - It is a combination of both proficiency and achievement testing. It asks students to demonstrate what they know in a meaningful context.</p>
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Rubrics ● Student Growth Objective ● Role play/skits ● End of unit assessments 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Assessments on Kids Discover ● Chapter assessment

Knowledge & Skills

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<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● People celebrate special moments with food, music, family, and traditions. ● Celebrations look different around the world, but they all bring people together. ● Feelings are an important part of celebrations, and we can express how we feel. ● Carnivals and festivals are rich cultural traditions, such as Calle 8. ● Celebrations are for everyone, including people with disabilities, when spaces are inclusive. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do traditions and celebrations reflect the value of a community? ● What foods, drinks, and activities are part of celebrations? ● Who do I celebrate with? ● What do children do at a birthday party? ● What gifts do people give for birthdays? ● How do I feel during different celebrations? ● What happens at a carnival? ● What musical instruments can we hear during celebrations? ● How can celebrations include everyone, including people with disabilities? ● What can we learn by comparing Calle 8 to a festival in my own community?
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<p>Content: Students will know:</p> <ul style="list-style-type: none"> ● Traditions ● Family celebrations ● Vocabulary for party foods, drinks, and birthday items. ● Activities children do at a party (games, dancing, singing, opening gifts). ● Common birthday gifts. ● Words to describe feelings (happy, excited, nervous, surprised). ● Elements of a carnival (parades, costumes, music, dancers). ● Names of musical instruments (drums, trumpets, maracas). ● Basic facts about the Calle 8 Carnival and its cultural significance. ● Celebrations can be designed to include people with disabilities by providing visual schedules, sensory-friendly spaces, ramps, and quiet zones. ● Different cultures celebrate in different ways, and all celebrations deserve respect. 	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● Name foods and drinks found at a party. ● Describe the people they celebrate with. ● Tell what children do at a birthday celebration using simple sentences. ● Name different birthday gifts. ● Describe how they feel during a celebration. ● Identify what people do at a carnival and what objects or decorations are there. ● Name musical instruments used in celebrations and carnivals. ● Compare Calle 8 with a celebration in their own community. ● Recognize ways celebrations can include people with disabilities. ● Show respect for cultural celebrations and traditions from different communities.
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources: Incorporating a variety of activities to accommodate different students' learning styles is an essential requirement.</p>	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Vista Higher Learning - ¡Listos! ● Cuaderno de práctica B - Vista Higher Learning - ¡Listos!
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| <ul style="list-style-type: none">● Target language games/activities (guess who)● Cultural Realia● Art & Music● Kagan Strategies: Round Robin / Stand up, Hand up & Pair Up / Think-Pair-Share● Linguistic Activities (Any topic/vocabulary)● Logical-mathematical (Numbers)● Musical (Any topic/vocabulary)● Intrapersonal (Any topic/vocabulary)● Modeling/Pronunciation - words/phrases/expressions after the teacher, audio activities and singing (Any topic/vocabulary)● Answering questions (Any topic/vocabulary)● Listening to the teacher and peers (Any topic/vocabulary)● Listening and/or viewing authentic audio such as videos, songs, radio, etc. (Any topic/vocabulary)● Whiteboard activities (Any topic/vocabulary)● Listening and drawing activities (Any topic/vocabulary)● Role play● Graffiti wall● Cooperative learning: Thumbs up/down, Four Corners & Jigsaw.● Reflection: Stop and Go, Two Roses and A Thorn & 3-2-1 | <ul style="list-style-type: none">● Reading A-Z● Epic!● Reading IQ● Unite for Literacy● Vooks.com |
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