

SPARTA TWP. PUBLIC SCHOOLS

World Language: Grade 1 Spanish



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Adapted from:
New Jersey Student Learning Standards
ACTFL Proficiency Guidelines
ACTFL Performance Descriptors
NCSSL-ACTFL Can Do Statements

Reviewed by:
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Sparta Township School District

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Vision Statement

The Sparta World Languages Department envisions a student body of globally oriented, collaborative citizens whose language proficiency enables them to connect with others and develop ever deeper skills to navigate other cultures.

Mission Statement

The Sparta World Languages Department educates students to become communicatively competent and invested in exploring the challenges and opportunities our world faces. We strive to develop lifelong learners able to cultivate global relationships and analyze world events through their understanding of cultural products, perspectives and practices.

Belief Statements

- All students are capable of acquiring a new language.
- Language acquisition arises through exposure to high levels of meaningful, comprehensible input.
- Opportunities to interact with a new language should transcend the classroom setting and give rise to learners who assume an active role in local and global communities.
- Multilingualism contributes to a more fulfilled life and provides greater personal and professional opportunities.
- Students should be continually assessed, using various instruments, in all three modes of communication.
- Students should be encouraged and enabled to seek out authentic cultural sources which may broaden their personal interests.
- Through learning about the views and practices of other countries we can gain a new perspective of our own culture.
- Learners should have opportunities to reflect on their progress toward proficiency targets, which should be transparent to them.
- Acquiring a new language helps improve cognitive processes which will benefit all academic subjects.

COURSE OVERVIEW

The building of basic language skills, vocabulary and cultural knowledge, in grades k through 5, play a prominent role in the development of basic communication skills and provide the tools necessary to progress through the elementary world language program. In grades k-5, the development of language literacy skills are enhanced through authentic resources to support the ability to communicate on topics of a conceptual nature, which lead to true second language proficiency.

This document follows the natural progression of a student's language development from the novice low to the novice mid-levels. .

The Spanish curriculum provides a goal, a vision and clear direction to reach our objectives and support our program's enduring understanding that language and culture are inseparable.

The goal of this course is to introduce Spanish through engaging foreign language pedagogical methods. Students will engage in listening, reading, writing and speaking activities as they relate to real- world scenarios. Students will be assessed in all three modes of communication using ACTFL guidelines.

The New Jersey Core Curriculum Content Standard number 7 expresses our overarching goal:

NJCCCS 7.1 specifically states that: *“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.”*

COMPONENTS OF THE COURSE

The components of a successful **World Language** program include:

- The six College Board themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics.
- Assessments are integrated and performance-based, demonstrating student proficiency in the interpretive, interpersonal, and presentational modes of communication.
- Provides students opportunities to apply the target language to real world scenarios and current global issues.
- Embraces that language is an innate human capacity and that all students are able to become proficient in another language successfully.
- Is student-oriented with assignments and activities that spark inquiry and engagement with real world scenarios and current cultural issues.
- Fosters greater understanding of a globalized society that is interconnected through language and technology.

SCOPE AND SEQUENCE
(Pacing Guide)

Weeks Taught <i>(40 Total)</i>	Units of Study
13 weeks	Unit 1: Bienvenidos al español
14 weeks	Unit 2: Cuenta y colorea conmigo
12 weeks	Unit 3: El Calendario

CONTENT AREA:	Spanish	GRADE LEVEL	1st Grade
UNIT 1: Bienvenidos al español			
UNIT SUMMARY			
In this introduction to Spanish students will become familiar with introductions, greetings and leave takings, as well as common phrases. Students will be able to use manners and follow classroom commands. Students will express their feelings and emotions.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 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.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally authentic materials on familiar topics.</p> <p>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 NM. B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 NM. B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 NM. B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p>			

7.1 NM. C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
7.1 NM. C.4 Present information from age-and level-appropriate, culturally authentic materials orally or in writing.
7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st CENTURY LIFE AND CAREER READY PRACTICES

9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CRP1. Act as a responsible and contributing citizen and employee.
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP11. Use technology to enhance productivity.

TECHNOLOGY STANDARDS

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

CROSS-CURRICULAR CONNECTIONS

ELA: Students will comprehend and interpret basic information from authentic and familiar literary texts.
Science: Students will understand the migration of the Monarch butterfly to Mexico and day of the dead traditions.
Social Studies: Students will be able to use language to express good manners in the target language.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.	Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.
Proficiency Level of Tasks	ESSENTIAL QUESTIONS
Novice - Low	Who am I and how can I get to know you?
UNIT LEARNING TARGETS (Students will know how to...)	

CAN DO STATEMENTS-

Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.

Cultural Goals: I can find Spanish speaking countries on the map. I can name similarities and differences between these countries and New Jersey.

LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY

- Functions- I can identify Spanish speaking countries on the map and I understand aspects of culture Hispanic culture in comparison to my own. I can understand and respond to common phrases and commands with memorized words and chunks. I can identify and apply the colors and numbers 1 - 20. I can express likes and dislikes.
- Structure - functional chunks (me llamo, me gusta, no me gusta), lists, modeling language
- Vocabulary - primary colors, appropriate manners, feelings and emotions, numbers 1 -20, seasons, useful words and phrases, cultural topics.

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none">• Class discussions• Teacher observations• Student participation• Oral response• Interpretive task• Presentational task• Interpersonal task	<p>Presentational tasks:</p> <ul style="list-style-type: none">• Crafts• Cultural songs/dances• Express me gusta / no me gusta• Express feelings using yo estoy• State name• State age <p>Interpretive tasks:</p> <ul style="list-style-type: none">• Sorting• Graphic organizers• Color by number• Categorize• Sequencing• Discrete choice• Identify Spanish speaking countries on the map	<p>Interpersonal Tasks:</p> <ul style="list-style-type: none">• Think, pair, share• Games<ul style="list-style-type: none">○ Papa caliente○ Conversation relay race○ memorama• Exchange phrases with a partner• Vocabulary skits

INSTRUCTIONAL MATERIALS/RESOURCES	TECHNOLOGY RESOURCES
<ul style="list-style-type: none"> • Teacher- generated worksheets and activities • Children’s literature in target language (TBA) 	Rockalingua.com
DIFFERENTIATION:	
Sparta Township Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	Spanish	GRADE LEVEL	1st grade
UNIT 2: Cuenta y colorea conmigo			
UNIT SUMMARY			
In this introduction to Spanish students will become familiar with colors. Students will learn to count from 1 - 20. Students will be introduced to seasons and holidays.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 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.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally authentic materials on familiar topics.</p> <p>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 NM. B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 NM. B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 NM. B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p> <p>7.1 NM. C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>			

7.1 NM. C.4 Present information from age-and level-appropriate, culturally authentic materials orally or in writing.

7.1 NM. C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence

TECHNOLOGY STANDARDS

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

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

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

CROSS-CURRICULAR CONNECTIONS

ELA: Students will comprehend and interpret basic information from authentic and familiar literary texts.

Math Students will be able to solve simple math facts using numbers in Spanish.

Social Studies: Students will be able to compare and contrast holiday traditions.

READING ACROSS CONTENT AREAS

Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.

WRITING ACROSS CONTENT AREAS

Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.

Proficiency Level of Tasks

Novice - Low

ESSENTIAL QUESTIONS

How can I describe the world around me?

UNIT LEARNING TARGETS (Students will know how to...)

CAN DO STATEMENTS-

Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.

Cultural Goals: I can find Spanish speaking countries on the map and identify their flags. I can name similarities and differences between Spanish speaking countries and New Jersey.

LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY

- Functions- I can identify Spanish speaking countries on the map and I understand aspects of Hispanic culture in comparison to my own. I can understand and respond to common phrases and commands with memorized words and chunks. I can identify and apply the primary and secondary colors and numbers 1 - 20. I can express likes and dislikes. I can identify vocabulary for food.
- Structure - functional chunks (me gusta, no me gusta, me llamo), lists, modeling language
- Vocabulary - colors, appropriate manners, numbers 1 -20, seasons, feelings and emotions, useful words and phrases, and cultural topics.

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Class discussions • Teacher observations • Student participation • Oral response • Interpretive task • Presentational task • Interpersonal task 	<p>Presentational tasks:</p> <ul style="list-style-type: none"> • Crafts • Cultural songs/dances • Express me gusta / no me gusta • Express feelings using yo estoy <p>Interpretive tasks:</p> <ul style="list-style-type: none"> • Sorting • Graphic organizers • Color by number • Categorize • Sequencing • Discrete choice • Identify Spanish speaking countries on the map 	<p>Interpersonal Tasks:</p> <ul style="list-style-type: none"> • Think, pair, share • Games <ul style="list-style-type: none"> ◦ Papa caliente ◦ Conversation relay race ◦ Memorama • Vocabulary skit

INSTRUCTIONAL MATERIALS/RESOURCES	TECHNOLOGY RESOURCES
<ul style="list-style-type: none"> • Teacher- generated worksheets and activities • Children's literature in target language (TBA) 	<p>Rockalingua.com Youtube.com kahoot.com</p>

DIFFERENTIATION:

[Sparta Township Public Schools Differentiation Strategies](#)

TEACHER NOTES:

CONTENT AREA:	Spanish	GRADE LEVEL	1st grade
UNIT 3: El Calendario			
UNIT SUMMARY			
In this introduction to Spanish students will become familiar with looking at the calendar in Spanish. Students will explore seasons, month of the year, and days of the week. Students will be introduced to seasonal holidays.			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>Standard 7.1 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.</p> <p>CP1 # 7.1 A Strand A Interpretive Mode</p> <p>7.1 NM.A.1 Recognize familiar spoken and written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1 NM.A.2 Demonstrate comprehension of simple, oral and written direction, commands, and requests through appropriate physical response.</p> <p>7.1 NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1 NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1 NM.A.5 Demonstrate comprehension of brief oral and written messages using age-and level appropriate, culturally authentic materials on familiar topics.</p> <p>CP1 # 7.1 B Strand B Interpersonal Mode</p> <p>7.1 NM. B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1 NM. B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1 NM. B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1 NM. B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1 NM. B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other content areas.</p> <p>CP1 # 7.1 C Strand C Presentational Mode.</p> <p>7.1 NM. C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1 NM. C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits.</p>			

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21st CENTURY LIFE AND CAREER READY PRACTICES

CRP4. Communicate clearly and effectively and with reason.
CRP12. Work productively in teams while using cultural global competence

TECHNOLOGY STANDARDS

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums)
 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
 8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

CROSS-CURRICULAR CONNECTIONS

ELA: Students will comprehend and interpret basic information from authentic and familiar literary texts.
Science: Students will understand migration patterns of monarch butterflies, robins and swallows and how it relates to changes in seasons.
Math Students will be able to apply Spanish numbers to solve simple math problems and use these math problems to complete a color by numbers activity.
Social Studies: Students will be able to compare and contrast holiday traditions.

READING ACROSS CONTENT AREAS

Students will be introduced to authentic and familiar texts. They will be able to interpret and comprehend basic information in the target language. Students will be able to use memorized words and phrases to discuss texts.

WRITING ACROSS CONTENT AREAS

Students will become familiar with words and phrases by modeling language in functional chunks. Students will express meaning through writing.

Proficiency Level of Tasks

Novice - Low

ESSENTIAL QUESTIONS

How can we discuss the calendar and when do we celebrate holidays?

UNIT LEARNING TARGETS (Students will know how to...)

CAN DO STATEMENTS-

Interpretive: I can recognize a few memorized words and phrases when I hear them spoken. I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

Interpersonal: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

Presentational: I can present information about myself and some other very familiar topics using single words or memorized phrases. I can copy some familiar words, characters, or phrases.

Cultural Goals: I can find Spanish speaking countries on the map. I can name similarities and differences between these countries and New Jersey.

LANGUAGE FUNCTIONS, STRUCTURES, VOCABULARY

- Functions- I can greet others and introduce myself. I can identify Spanish speaking countries on the map and I understand aspects of Hispanic culture in comparison to my own. I can use appropriate manners in the target language. I can understand and respond to common phrases and commands with memorized words and chunks. I can identify and apply the colors. I understand Hispanic holidays and its connection to Spanish speaking countries and the world around me.
- Structure - functional chunks (me llamo), lists, modeling language
- Vocabulary - introductions, greetings and leave takings, colors, appropriate manners, useful words and phrases, seasons, months of the year, days of the week, cultural topics, holidays

EVIDENCE OF LEARNING:

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Class discussions • Teacher observations • Student participation • Oral response • Interpretive task • Presentational task • Interpersonal task 	<p>Presentational tasks:</p> <ul style="list-style-type: none"> • Crafts • Cultural songs/dances • Express me gusta / no me gusta • Express feelings using yo estoy <p>Interpretive tasks:</p> <ul style="list-style-type: none"> • Sorting • Graphic organizers • Color by number • Categorize • Sequencing • Discrete choice • Identify Spanish speaking countries on the map 	<p>Interpersonal Tasks:</p> <ul style="list-style-type: none"> • Think, pair, share • Games <ul style="list-style-type: none"> ◦ Papa caliente ◦ Conversation relay race ◦ Memorama • Vocabulary skit
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<ul style="list-style-type: none"> • Teacher- generated worksheets and activities • Children's literature in target language (TBA) 		<p>Rockalingua.com Youtube.com kahoot.com</p>

DIFFERENTIATION:
<u>Sparta Township Public Schools Differentiation Strategies</u>
TEACHER NOTES: