



BURCH CHARTER SCHOOL OF EXCELLENCE

World Languages (Spanish) Curriculum Guide – Grade 1

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1: Review	5 days
2: Body: El cuerpo	5-7 days
3: Animals: Los animales	5-7 days
4:Calendar: El calendario	5-7 days
5: Food: La comida	5-7 days
6: Descriptions: Las descripciones	5-7 days
Total Days	30-40 days

Educational Technology

Indicators: 8.1.2.A.4,

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). (Units 1, 2, 3, 4, 5, 6)

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Units 4, 5, 6)
- Identify various life roles and civic and work-related activities in the school, home, and community. (Units, 1, 2, 3, 6)

Career Ready Practices

Indicators: CRP4, CRP7

- Communicate clearly and effectively and with reason. (Unit 1, 2, 3, 4, 5, 6)
- Employ valid and reliable research strategies. (Unit 3)

Grade: First	Content: World Language(Spanish)	
Unit 1: Review		Time Frame: 5 days
<p>New Jersey Student Learning Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, 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.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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How do we greet and introduce people when speaking Spanish? ● What words and phrases can be used to describe family? ● Why are numbers important? ● What words can we use to help describe our school day? ● How do we use words we know in various situations? 		<p>The learner will be able to greet people in Spanish using culturally authentic expressions and vocabulary.</p> <ul style="list-style-type: none"> ● When having a conversation, there are certain words that help us express our thinking.
Skills		Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Utilize vocabulary learned in conversation. ● Use specific words when discussing family and a classroom. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Describe their classroom and family members in conversation. ● Greet and introduce people properly.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • • • • Hola • Adiós • Por • favor • Gracias • uno dos • tres • cuatro • cinco • seis siete • ocho • nueve • diez • mamá • papá • hermano • hermana • abuelo • abuela rojo • amarillo • azul • anaranjado • verde • morado • café • blanco 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> • https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> • http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Journals • Projects • Portfolio • Observation • Role Playing/Dramatization • Journals • Presentations • Student Conferencing • Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> • End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

<ul style="list-style-type: none"> ● maestro/a ● crayones ● libros ● juegos ● recreo ● amigos 		
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.4.2.B.3
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> □ Sing the song A Spanish Greeting Song - Calico <p>Spanish Songs for Kids. https://www.youtube.com/watch?v=tOj4hEk2CtU</p>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ☐ Use manipulatives, visuals, props, and games ☐ Use cooperative learning groups ☐ Model activities for students ☐ Use hands-on activities ☐ Use bilingual students as peer helpers ☐ Adjust rate of speech to enhance comprehension ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
-

- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: First	Content: World Language (Spanish)	
Unit 2: Body/El Cuerpo		Time Frame: 5-7 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, 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.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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How can I describe myself in different ways? 		<ul style="list-style-type: none"> ● The vocabulary that you know can be used in various situations. ● There are many different words that can be used to describe myself and others.
Skills		Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Talk about their body. ● Name different parts of their body. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Recognize Spanish words naming parts of the body. ● Identify different parts of the body.

Vocabulary	Resources	Assessment/Project
<p>ojos nariz</p> <ul style="list-style-type: none"> ● boca ● orejas ● manos cabeza ● ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ <p>Activities for Learning Parts of the Body:</p> <ul style="list-style-type: none"> ● https://www.spanishplayground.net/spanish-body-partsactivities/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.2.D.5
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Students can draw a self-portrait and label it with as many words as they know.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ☐ Use manipulatives, visuals, props, and games ☐ Use cooperative learning groups ☐ Model activities for students ☐ Use hands-on activities ☐ Use bilingual students as peer helpers ☐ Adjust rate of speech to enhance comprehension ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
-

- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: First	Content: World Language (Spanish)		
Unit 3: Animals/Los animales		Time Frame: : 5-7 days	
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, 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.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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> How can I describe what I see on a farm? 		<ul style="list-style-type: none"> Animals have symbolic significance in many cultures. There are certain animals that live on a farm versus others that live in homes. 	
Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> Talk about farm animals in Spanish. Describe the animals they like. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> Use appropriate phrases when speaking about farm animals. 	

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> perro ● gato pato ● vaca ● cerdo ● caballo ● ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ <p>Animal video:</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=yI9U7GPAuRs Animal Worksheet: https://rockalingua.com/worksheets/farm-animalsworksheet 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments ● Draw a farm and color and label the animals. <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	6.1.4.D.13 Discuss and explain the significance certain animals have in different cultures.
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the ‘regular’ curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ☐ Use manipulatives, visuals, props, and games ☐ Use cooperative learning groups ☐ Model activities for students ☐ Use hands-on activities ☐ Use bilingual students as peer helpers ☐ Adjust rate of speech to enhance comprehension ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Use visuals such as pictures, gestures, and 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

<ul style="list-style-type: none"> <input type="checkbox"/> pointing. Use a student buddy, if possible someone with the same language. <input type="checkbox"/> with the same language. 	<p>with the same language.</p>	
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: First	Content: World Language (Spanish)	
Unit 4: Calendar/El calendario		Time Frame: : 5-7 days
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, 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.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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> • How do we read and use a calendar? • How are calendars different from past versus present? 		<ul style="list-style-type: none"> • Calendars have different parts and functions. • Calendars have a sequence. • Numbers can be used and seen in a variety of places.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name the days of the week. • Identify the day of the week they are currently in. • Identify what is known as “yesterday” and “tomorrow” 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the week in Spanish orally and in writing. • Identify calendars from the past and the present.

Vocabulary	Resources	Assessment/Project
<p>yesterday</p> <ul style="list-style-type: none"> ● tomorrow ● lunes ● martes ● miércoles ● jueves ● viernes ● sábado ● domingo ● día ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> ● http://spanish4teachers.org/elementaryspanishresources/ <p>Interactive Activities:</p> <ul style="list-style-type: none"> ● https://spanishtown.ca/spanishforkids/grade1/Lesson 3 Spanish.html 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	L.1.2.B
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<p>□</p> <p>Write sentences using the days of the week and incorporating familiar vocabulary.</p>

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> <input type="checkbox"/> Use manipulatives, visuals, props, and games <input type="checkbox"/> Use cooperative learning groups <input type="checkbox"/> Model activities for students <input type="checkbox"/> Use hands-on activities <input type="checkbox"/> Use bilingual students as peer helpers Adjust rate of speech to enhance comprehension <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. <input type="checkbox"/> 	<ul style="list-style-type: none"> • <input type="checkbox"/> <input type="checkbox"/> Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? <input type="checkbox"/> Show pictures or words to choose from in response to a question • <input type="checkbox"/> Pictorial Retell Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • List and review instructions step by step Build on students' prior knowledge Ask questions with 1-3 word answers. • Ask questions with an either/or option. • Ask students to list, name, tell, which, categorize, draw, label, or create. • Provide sentence frames.
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> • Have students brainstorm, list, web, use graphic organizers • Ask questions soliciting opinions, judgment, explanation (more why and how questions) • Introduce figurative language • Ask student to tell about, describe, explain. • 	<ul style="list-style-type: none"> • Demonstrate how to verify answers (oral and written) Ask how and why questions. • Ask student to tell "what would happen if questions, Tell me as much as you can about...." • Give the student a list of target words for each unit of study. • 	<ul style="list-style-type: none"> • As student to tell "Why do you think....?" or "What would you recommend?" • Make modifications to assignments and tests as necessary. Students should have a list of target words for each unit of study. •

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
-

- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: First	Content: World Language (Spanish)		
Unit 5: Food/La comida		Time Frame: : 5-7 days	
<p>New Jersey Student Learning Standards:</p> <p>7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, 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.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.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> ● What words can I use to describe food? 		<ul style="list-style-type: none"> ● There are ways to name specific foods in another language. 	
Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● State what they want to eat. ● Name foods that they do not like. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Identify foods that they like and dislike. ● Explain different ways that foods are prepared in South American countries. 	

Vocabulary	Resources	Assessment/Project
<p>leche naranja</p> <ul style="list-style-type: none"> ● chícharos ● pollo ● queso pan ● ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> ● http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the ‘regular’ curriculum • A higher quality of work than the norm for the given age group. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources. 	<p>L.1.1.A Draw and color a picture of their favorite food and the food they dislike the most.</p> <ul style="list-style-type: none"> ● Underneath their picture write the appropriate phrases to correspond with the picture.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ☐ Use manipulatives, visuals, props, and games ☐ Use cooperative learning groups ☐ Model activities for students ☐ Use hands-on activities ☐ Use bilingual students as peer helpers ☐ Adjust rate of speech to enhance comprehension ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

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- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: First	Content: World Language (Spanish)
Unit 6: Descriptions/Las descripciones	Time Frame: : 5-7 days

New Jersey Student Learning Standards:

7.1. NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

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.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What is an adjective? • How do adjectives make sentences more interesting? • How do adjectives help distinguish people? 	<ul style="list-style-type: none"> • Adjectives are words that are used to describe a noun. • When adjectives are used, it enhances the description of the topic.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Utilize adjectives to describe themselves and their feelings. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Describe their feelings and themselves using adjectives.

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> grande ● Pequeño/a ● fuerte ● bonita ● feliz ● triste ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> ● http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.3.2.D.1, L.1.1.F
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Students should draw a self-portrait and utilize the adjectives learned to describe themselves under the self-portrait.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ☐ Use manipulatives, visuals, props, and games ☐ Use cooperative learning groups ☐ Model activities for students ☐ Use hands-on activities ☐ Use bilingual students as peer helpers ☐ Adjust rate of speech to enhance comprehension ☐ Ask yes or no questions (i.e. Is this a question, Does this...?) ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. ☐ Use visuals such as pictures, gestures, and pointing. ☐ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • ☐ ☐ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? ☐ • ☐ Show pictures or words to choose from in response to a question Pictorial Retell ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

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Special Education

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