

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

Unit: Myself...		
Stage 1: Desired Results		
<p>NJCCCS: 7.1 World Languages: 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>Modes of Communication: Strand A: Interpretive Mode: Students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Strand B: Interpersonal Mode: Students engage in direct oral and or/written communication with others. Strand C: Presentational Mode: 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.</p>	
<p>Transfer Goal: I want you to learn about the culture and language of the target country (Spain), so that in the future, on your own, you will be able to communicate in Spanish about yourself and understand the cultural differences.</p>		
<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • Using words that I have learned, pictures, movements, and acting words out can help my classmates, my teacher, and others understand me. • Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. • Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. • I can better understand other cultures by listening and relating other peoples' experiences to my own. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I communicate with someone in another language? • How can I understand a different language and culture? • What can you learn about a person's identify through their experiences? • How does my way of life compare to other cultures? 	
Students will know that...		Students will be able to...
Content Statement	CPI #	Cumulative Progress Indicator (CPI)
LINGUISTIC Interpretive Mode: The Novice-Mid language learner understands and communicates at the word level and can	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

<p>independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>7.1.NM.A.3</p>	<p>Recognize a few common gestures and cultural practices associated with the target culture(s).</p>
<p>Interpersonal Mode: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p>	<p>7.1.NM.A.5</p>	<p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>
<ul style="list-style-type: none"> • Respond to learned questions. • Ask memorized questions. • State needs and preferences. • Describe people, places, and things. 	<p>7.1.NM.B.3</p>	<p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>
<p>Presentational Mode: The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things. 	<p>7.1.NM.C.2</p>	<p>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>
<p>CULTURAL</p> <ul style="list-style-type: none"> • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, body parts, colors, shapes, and number through 10.) • Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: greetings/polite words, the celebration of Las Posadas, other authentic celebrations, songs, and dances from the 		

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

<p>country of Spain.)</p> <ul style="list-style-type: none"> • Maps, calendars, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: days of the week, history, economics, science, and geography.) • Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.) 		
Stage 2: Assessment Evidence:		
<p>Performance Task/Benchmark Assessment:</p> <p>You are an artist at an amusement park. A child sits down behind your canvas to get his portrait painted. Your goal is to draw an accurate picture of the child using describing words given to you by your teacher. The challenge is your teacher will be using some Spanish words to describe the child. If the parents think you painted an accurate picture, they will be sure to pay you for all your hard work!</p>	<p>Other Assessments:</p>	
Stage 3: Learning Plan		
<p>Suggested Learning Activities and Materials:</p> <p>Greetings and Polite Words Activities:</p>	<p>Shapes and Colors Activities:</p>	

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

- “Hola” Means Hello song (*Teach them Spanish* Pre-K/p. 38)
- “Adios” Means Goodbye song (*Teach them Spanish* Pre-K/p. 38)
- Daily Practice—while passing out supplies, say “please”, “thank you”, and “you’re welcome” in Spanish.

Numbers Activities:

- Use Number Poster to introduce numbers 1 through 10. (*Teach them Spanish* Pre-K/p. 63)
- Count numbers 1-10 by tossing beanbags into a basket.
- Create “My Numbers Book” (*Teach them Spanish* Pre-K/p. 42)
- YouTube Video—Sing, Laugh, Dance, and Eat Tacos: Numbers
- Roll dice and count dots in Spanish
- Read *Three Friends/Tres Amigos* by Maria Cristina Brusca and Tona Wilson

Days of the Week Activities:

- Complete “Seven Days Worksheet” (*Teach them Spanish* Grade 2/p. 25)
- Complete “Puzzle of the Week” (*Teach them Spanish* Grade 2/p. 26)
- “Los dias de la semana” song (*Teach them Spanish* Grade 2/p. 75)
- Calendar Game (*Teach them Spanish* Grade 2/p. 27)
- Daily Calendar Routine

- YouTube Video—Sesame Street Shapes in Spanish
- YouTube Video—Sing, Laugh, Dance, and Eat Tacos: Colors
- Reinforce names of shapes in Spanish during Math
- Examine crayons to find color names in Spanish
- *Read What Color/Que Color?* by Alan Benjamin
- “Colors” mini-book (*Teach them Spanish* Pre-K/p. 45)
- “Colors” song (*Teach them Spanish* Pre-K/p. 39)
- Find things in the classroom and label by colors
- “Find the Color” game (*Teach them Spanish* Pre-K/p. 15)

The Body Activities:

- YouTube Video—Spanish Sesame Street Body Part Song
- “The Face Song” song (*Teach them Spanish* Pre-K/p. 40)
- My Face Book (*Teach them Spanish* Pre-K/p. 50)
- “Simon Says” using body parts in Spanish
- “Body Chant” (Grade 2/p. 78)
- Head to Toe Worksheet (Grade 2/p. 44)
- Body Parts Bingo (Grade 2/p. 43)

Las Posadas Activities:

- Read *Uno, Dos, Tres Posada!* by Virginia Kroll
- Read *Las Posadas* by Diane Hoyt-Goldsmith
- Make a piñata (www.kinderart.com/seasons/dec1.shtml)
- Read *Carlos, Light the Farolito* by Jean Ciavonne and Donne Clair
- Celebrate La Posada in Mexico!
www2.scholastic.com/browse/lessonplan.jsp?id=67
- www.mexconnect.com/articles/1945-feliz-navidad-making-merry-in-mexico

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

Core Instructional Materials:

Teach them Spanish (Grades 1 -4)

Unit Strategies/Modifications:

Special Education Students:

Development of target vocabulary

Scaffolding comprehension and content-area reading

Decreasing the amount of work presented or required

Using videos, illustrations, pictures, and drawings to explain or clarify graphic organizers

Teaching key aspects of a topic. Eliminating nonessential information

Providing study guides

Allowing students to correct errors (looking for understanding)

Marking students' correct and acceptable work, not the mistakes

Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Modifying tests to reflect selected objectives

Using true/false, matching, or fill in the blank tests in lieu of essay tests

Reducing the number of answer choices on a multiple choice test

Allowing the use of note cards or open-book during testing

Utilizing graphic organizers

Providing visuals

Strategic grouping

Gifted Students:

Guided Reading Groups

Literature Circles

Flexible grouping in content areas

Independent projects

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

Differentiated product assignments
Student Choice
Multiple texts
Multiple intelligence options
Group investigation
Research
Bloom's Taxonomy - Stress higher order thinking skills
Habits of Mind
Webb's Depth of Knowledge - Emphasis on Level 3 and 4

Students at Risk of Failure:

TIME Mentor Program
Classroom Instruction that Works
Creating the Opportunity to Learn
Adjust time for completion of assignments
Allow frequent breaks
Modify assignments requiring copying in a timed situation
Leave class for assistance
Preferential seating
Reduce/minimize distractions
Emphasize teaching (auditory, visual, auditory, tactile)
Individual/small group instruction
Record lectures for replay
Emphasize critical information/key concepts
Pre-teach vocabulary
Provide visual cues
Modify homework
Use written backup for oral directions
Adjust length of assignment
Break assignments into smaller units
Read directions to student
Maintain assignment notebook/student planner

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

Positive reinforcement
Frequent checks for understanding
Peer tutoring
Emphasize study/organizations skills
Adapt assessments

English Language Learners:

WIDA Can-Do Descriptors http://www.wida.us/standards/CAN_DOs/

Development of target vocabulary

Scaffolding comprehension, content-area reading

Decreasing the amount of work presented or required;

Using videos, illustrations, pictures, and drawings to explain or clarify.

Graphic organizers

Teaching key aspects of a topic.

Eliminating nonessential information.

Allowing students to correct errors (looking for understanding);

Marking students' correct and acceptable work, not the mistakes;

Showing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;

Modifying tests to reflect selected objectives;

Using true/false, matching, or fill in the blank tests in lieu of essay tests;

Reducing the number of answer choices on a multiple choice test;

Allowing the use of note cards or open-book during testing;

Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student

Suggested Technology Integration:

<http://dotsub.com/> has a wide range of language videos

www.google.com/google-d-s/tour1.html create surveys for your students on the Spanish language and culture

www.youtube.com search for videos of Spanish language using targeted theme key words

www.voicethread.com allows students to respond to a question or comment posted by teacher or another student

<http://prezi.com> allows students to create an online presentation

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

www.epals.com allows teachers to search for a classroom connection throughout the world and request specific connection needs
www.hello-hello.com allows students and teachers to learn about different languages and find others to communicate with
www.skype.com software to download that allows your class to talk and video call with classrooms across the world
http://www.123teachme.com/learn_spanish/spanish_for_children has great resources for teachers and games for the students
<http://www.storyplace.org/> listen to interactive children's stories in Spanish and English
<http://www.learn4good.com/kids/index.htm> interactive website with games for students and resources for teachers
www.curriculum21.com/clearinghouse includes links to many sites that make integrating technology easy
Spanish Reproducible Little Books CD-ROM series (Alfabeto, Numeros, Colores, Formas, Temas)

Suggested Literacy Integration:

Books to Teach Foods:

Los alimentos de Maisy by Lucy Cousins

Frutas y vegetales by Glady Rosa Mendoza

Books on Friendship:

Margaret and Margarita/ Margarita y Margaret by Lynn Reiser

My Way/A mi manera – A Margaret and Margarita Story by Lynn Reiser

Books that Show Spanish Culture:

The Story of Ferdinand by Munroe Leaf

The Day it Snowed Tortillas by Joe Hayes

Books on Family:

In My Family/En Mi Familia by Carmen Lomas Garza

I Love Saturdays y domingos by Alma Flor Ada

Abuela by Arthur Dorros

Papa and Me by Arthur Dorros

Books on Immigration:

Mount Laurel Township Schools
World Languages Curriculum
First Grade/Novice-Mid

My Diary from Here to There by Amanda Irma Perez
I Hate English! by Ellen Levine

Book on Thankful Phrases:
Gracias/Thanks by Pat Mora

Book on Colors:
My Colors, My World/Mis colores, mi mundo by Maya Christina Gonzalez