

Winslow Township School District
Lower Elementary Spanish Grade 1:

Overview: In first grade students learn the Spanish alphabet and sounds. Emphasis is on speaking and listening. Writing assignments focus on copying words and phrases with correct spelling, punctuation word order and capitalization. Students are introduced to the Spanish speaking world and the culture, customs and traditions of its inhabitants. Vocabulary includes: greetings and goodbyes, classroom objects, items in the backpack, colors, animals, numbers, days, weather, and parts of the body, clothing, family members, personal adjectives, and food.

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Career Readiness: Applicable career options are discussed as they arise throughout the world language programs. Career options include, but are not limited to: diplomacy, education, entertainment, international relations, law, media, and medicine.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 1:</p> <p>September-</p> <p>Greetings and Goodbyes</p> <p>Alphabet and the sounds A-G with vowels</p> <p>Spanish Names and inquiring about names</p> <p>Basic classroom supplies</p> <p>Cultural Topic: Self-Portraits of Frida Kahlo</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.6</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will demonstrate the ability to greet another students in Spanish, exchange names and say goodbye. • Students will recite and sing letters A - G with correct pronunciation. • Students will demonstrate the ability to copy a Spanish sentence “Hola, _____!” “Me llamo ____.” with the correct word order, spelling and punctuation. • Students will demonstrate understanding of the Spanish words for classroom supplies by responding to simple commands to take out a pencil, crayons, and paper in the target language. • Students will demonstrate understanding of simple classroom commands (sit down, be quiet, listen, look) when demonstrated by the teacher, by responding correcting with simple greetings and small talk. 	<ul style="list-style-type: none"> • How are the sounds of the Spanish alphabet and words different and similar to English? • How does one greet someone and exchange names with someone from a Spanish speaking country? • Who is Frida Kahlo and what is a self-portrait? • How does Frida Kahlo tell her stories through her self-portraits?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in another language helps me build a better understanding my own. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 1	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 1 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 1 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Group Dialogues
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology-based book for students’ scope and sequence. • Vocabulary: <ul style="list-style-type: none"> Hola Amigo(a) ¿Cómo estas? ¿Cómo te llamas? Me llamo _____. Classroom supplies: <ul style="list-style-type: none"> El lápiz, la goma, los crayones, el papel Commands: Silencio, Siéntense, Escuchen • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Internet access for images of Frida Kahlo self-portraits and photographs • Authentic documents and material • Multimedia Resources 	<ul style="list-style-type: none"> • In each class, the teacher will greet the students in the hall in Spanish and they will respond in the target language. • Students will practice pronouncing each other's names and asking each other, “How are you (feeling)?” • Students will recite a brief greetings and small talk dialogue with puppets based on the opening class song. • Students will sing the alphabet song to the letter “G” and repeat letters with correct pronunciation. • Students will engage in a game of 9 square BRAVO (Bingo) with A, G, O, and U. • Students will learn about Frida Kahlo as a self-portrait artist and her inclusion of her pet and elaborate costumes within in her paintings. • Students will draw and color a self-portrait in the style of Frida Kahlo, with the caption “Hola! Me llamo _____.” (This will include their name/Spanish name.) Students will further compare and contrast the difference of punctuation in the Spanish language with the use of the upside-down exclamation mark. Samples will be utilized for showcase during Hispanic Heritage month.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 1:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

A.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI.1.7. Use the illustrations and details in a text to describe its key ideas

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

A.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Art:**

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

***Social Studies:**

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

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.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Integration of Computer Science and Design Thinking NJSL 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p><u>Unit 2:</u></p> <p>October- Alphabet and sounds H - K with vowels</p> <p>School supplies and the backpack</p> <p>Objects in the Classroom</p> <p>Polite expressions</p> <p>Colors</p> <p>Hispanic Heritage Month Day of the Dead</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.4</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will demonstrate the ability to sing and pronounce the letters A - K with all vowels. • Students will demonstrate the ability to identify and request school supplies and identify classroom objects. • Students will demonstrate the ability to identify colors and to correctly pronounce and place after the noun color words. • Students will demonstrate the ability to use polite expressions appropriately in social interactions. • After seeing an internet video of the events of the Day of the Dead, students will be able to sequence the events of this holiday. 	<ul style="list-style-type: none"> • What are the names of the letters H - K in Spanish and how are pronounced with vowels? • How does one describe supplies and other objects using colors in Spanish? • How does one ask for supplies? • What are the Days of the Dead in Mexico? • What can we learn about Hispanic culture from the events, beliefs and activities of this holiday?
<p><i>Unit 2:: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Conventions and phonetics for communication are the structure upon which a language is built and expressed. • Words in Spanish and English have similarities and differences. • The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. • Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 2	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 2 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Winslow Township School District
Lower Elementary Spanish Grade 1:

Unit 2 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Benchmark- Writing: Students will demonstrate knowledge of learned vocabulary by expressing what there is in their backpacks. They will copy and complete the sentence “Hay _____ en mi mochilla.” Listening: Write 5 letters of the alphabet as pronounced by the teacher. • Circle the item said in a list of 3 pictures. • Speaking: Question and Answer with: “¿Cómo te llamas? ¿De qué colores?” • ¿Qué es _____? (with school supplies) • Culture: Match items to the Days of the Dead or Halloween (choices given as pictures & spoken.) • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students will draw a backpack and label 5 classroom items they carry in it.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Internet access for Day of the Dead cultural topics and for pictures of the holiday. Handouts of backpacks, sugar skulls and skeletons. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources 	<ul style="list-style-type: none"> • Students will sing the alphabet song A - K with movement. • Students will write combinations of consonants and vowels B - K and practice reading them. • Given a list of supplies and other classroom objects, students will sort out and say which things are appropriate in a backpack and which are classroom objects. • Students will play The Dice Game, Burbujas, Matamoscas, The Spinner Game, and Lo Tengo with colors and classroom objects. • Students will cut out and color a backpack and pictures of items and present the contents of their backpack to the class. This can also be done with a real backpack and items. • Students will put on skits in which they request school supplies at a store. • Students sing two colors songs, "The Leaves of Fall" and "The Rainbow Song" • Given a list of objects which are generally the same color, students will write the color in Spanish from a word bank. • Students will play charades with polite expressions and Tócalo with classroom objects. • After seeing the video and discussing the days of the Dead, students will color a sugar skull picture or make a dancing skeleton as a Day of the Dead decoration. They will write, <<¿Es El Día de Los Muertos en México!>> on the bottom. • Students will put pictures of the events of the Days of the Dead into proper sequence on the board. • Students will color and decorate pictures of sugar skulls.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 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.2:** Differentiate between financial wants and needs.
- 9.1.2.FP.3:** Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

A.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI.1.7. Use the illustrations and details in a text to describe its key ideas

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

A.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Social Studies:**

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.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

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.

6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 3:</p> <p>November- Letters L - P Animals Numbers 1 - 10 Days of the Week Thanksgiving</p>	<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.IPERS.1 7.1.NM.PRSNT.6 WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will demonstrate the ability to pronounce the names of the letters A - P and say them with vowels. ● Students will say and sing the numbers 1 - 10 and identify them when out of order. ● Students will say with correct pronunciation, sing and dance to the days of the week. ● Students will identify animals commonly used as pets and describe them with a color. ● Students will write with correct spelling, word order, punctuation and capitalization a sentence describing their favorite pet. ● Given specific foods commonly eaten at Thanksgiving, students will identify those that are indigenous to the New World. 	<ul style="list-style-type: none"> ● What are the names of the letters L - P and how are pronounced with vowels? ● What are the Spanish words for common pets? ● How do we describe the color of things in Spanish? ● How can we count and use the numbers 1 - 10 in various social situations? ● How is the Spanish calendar like and unlike ours? (Days of the Week) ● Which Thanksgiving foods are indigenous to the New World?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● The calendar week in Spanish and English have similarities and differences. ● The ability to communicate in culturally appropriate ways assist in being able to express needs in the target language. ● Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 3	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 3 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 3 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation • Listening Activities 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Dialogues • Students draw animals and identify them verbally. • Verbal response Q & A
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • Vocabulary: Perro, gato, pez, pájaro, hamster, days of the week, numbers 1 - 10, pavo, batatas, arrándanos, maíz. 	<ul style="list-style-type: none"> • Students will sing the alphabet song with movement from A - P and identify letters separately. • Students will practice writing the first sounds of learned words. • Students will sing the numbers song with TPRS and count objects in the room as they do. • Students will sing and dance the chicken dance to the Spanish days of the week, noting that the week begins on Monday. • Students will make stick puppets of their favorite pet and perform a skit in which they greet another pet, ask how they are, tell their color and say goodbye. • Students will play a game such as matamocas or the spinner game with colors, animals and/or days of the week. • Students will draw and label animals in a pet shop using a word bank. • Students will draw and label a plate of traditional Thanksgiving foods that are indigenous to the New World using a word bank. • Students watch a teacher made or other PowerPoint (or use of pictures) of indigenous and non- indigenous foods and vote on the status of each one.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 1:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Mathematics:**

- 7.NS.A.1** Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
- 7.RP.A.2** Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities

***Science:**

- ETS1.B:** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people

***Social Studies:**

- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 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.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 4:</p> <p>December and January-</p> <p>Seasons</p> <p>Letters Q - Z</p> <p>Weather</p> <p>Days of the Week</p> <p>Shapes</p> <p>Las Posadas y La Navidad</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will sing alphabet from A - Z with correct pronunciation and identify the letters out of order. ● Students will recognize, pronounce and write correctly the seasons and weather expressions and to use them to answer questions and express preferences given word banks. ● Students will identify shapes in the classroom and combine the shapes, classroom objects and colors vocabulary for description. ● Students will compare Christmas and New Year’s celebrations in the US and Spain. ● Students will demonstrate understanding of the natural state of the Poinsettia in Mexico and how in the legend attempts to explain this. 	<ul style="list-style-type: none"> ● How are the seasons and weather related? ● What are the shapes called in Spanish? ● Why is the poinsettia a popular Christmas plant?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Conventions and phonetics for communication are the structure upon which a language is built and expressed. ● Words in Spanish and English have similarities and differences. ● Climate is different throughout the various Spanish speaking countries of the world compared to where we live. ● Language connects people and learning another language will open the door to a new culture. Language and culture are inextricably linked. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 4	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 4 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
➤ Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 4 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Benchmark- Speaking: Students answer questions about their favorite color, number, animal, shape and day of the week. • Writing: Matching of weather pictures to weather expressions given in a word bank a cloze activity. • Listening: Students listen to selected consonant and vowel sounds and write the letters. • Culture: Students will be asked multiple choice questions about the poinsettia, Epiphany and the Spanish New Year's celebrations. Questions and answers are read to them. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Write a sentence for the color of each shape for enrichment. Point to shapes and say their names based on a word/picture bank.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Multimedia Resources • Vocabulary: Seasons, Weather expressions: Hace sol. Hace calor., Hace frío. Hace fresco. Nieva. Lluve, Days of the Week, círculo, rectángulo, óvalo, cuadrado, triángulo, me gusta, no me gusta. 	<ul style="list-style-type: none"> • Students sing the entire alphabet song with movement as a group and with individual volunteers. • Students spell their names and other words written on the board in Spanish. • Games to reinforce vocabulary: Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, Lo Tengo, Hangman, Charades, Guess Who and BRAVO. • Students fold a paper to make 4 squares. In each they write a season and a common weather expression for it and illustrate. • Students answer verbally questions about the weather in different seasons. • Students write that they like or do not like a season because of the weather in Spanish in a cloze activity. • Students draw and decorate (collage or coloring) a Christmas tree with each of the target shapes and label each with shape and color. Differentiation: Write a sentence for the color of each shape for enrichment. Point to shapes and say their names based on a word/picture bank. • Students listen to or watch a video on Christmas traditions, Epiphany and New Years in Spain and compare them to traditions in the United States. • After listening to the legend of the poinsettia by Tommie DePaulo shown on an Elmo, students act out the events in sequence and tell of cause and effect of the characters choices and behaviors. They discuss why this legend may have come to be based on the growing habits of the plant.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 1:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

- A.R.7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Mathematics:**

- 1.G.A.1.** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

***Science:**

- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.

***Social Studies:**

- 6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 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.
- 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 5:</p> <p>February- Parts of the Body</p> <p>Personal Adjs.</p> <p>Valentine’s Day & St. George’s Day</p> <p>Afro-Latinos</p> <p>Ada Balcazar</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.5</p> <p>7.1.NM.IPERS.4</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.6</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will identify parts of the body with the target vocabulary. ● Students will listen to descriptions of people and accurately draw them. ● Students will be able to tell someone if one of the target parts of the body is or is not hurting them. ● Students will explain why Africans were brought as slaves to Latin America. ● Students will be identifying paintings of the women's right activist and artist Ada Balcazar. 	<ul style="list-style-type: none"> ● What are the parts of the body in Spanish and why is it important to know how to say them? ● How do we use personal adjectives to describe people? ● Why were Africans brought to Latin America? ● How is Ada Balcazar is she related to both Black and Women's history Months?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe myself to others will increase my ability to convey who I am in the target language. ● Learning to effectively communicate personal preferences and needs will enable me express how I feel in the target language. ● Culture and heritage are celebrated similarly in both the United States and Spanish-speaking countries. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 5	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.6	Name and label tangible cultural products and imitate cultural practices from the target culture(s).	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 5 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 5 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing consonant vowel combinations, copying sentences with correct spelling and punctuation, and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students draw an "alien" and describe to the class verbally or in writing, how many s/he has of each part of the body. • Students perform a short skit on visiting the school nurse in which h/she asks, "What's wrong?" and they say what is hurting them.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Website: http://www.enchantedlearning.com/ • for Valentine’s Day craft ideas • Vocabulary: cabeza, hombros, rodillas, dedos del pie, ojos, orejas, boca, nariz, piernas, brazos, manos, pies • Valentines vocabulary: Cariño, amor, amistad, Feliz Día de San Valentín, besos, abrazos 	<ul style="list-style-type: none"> • Students sing with movement the song "Head and Shoulders, Knees and Toes" and identify the target vocabulary out of order. • Students draw an "alien" and describe to the class verbally or in writing, how many s/he has of each part of the body. • Students create a person using only the target shapes. They label one of each shape using a word bank and tell what body part it is. • Students will identify a part of the body or an adjective based on a description in English. • Games to reinforce parts of the body vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, I’ve Got It!, Hangman, The Dice Game, Charades, Memoria, Who is it? and BRAVO. • Students will listen to a description of a person and draw him/her based on the adjectives given. • Given a choice of three words, students will choose the English for the given Spanish noun or adjective. • Students will answer, True or False to statements given in English except for the target body part of adjective. Update Abcdario. "What am I?" Given sentences in English, students complete the sentence, "I am a _____." with the correct part of the body in Spanish. • Students will engage in class discussion about Slavery in Central and South American countries and be able to compare and contrast it slavery in the United States utilizing a Venn diagram or similar graphic organizer. • Students will utilize the painting style of the women's right activist and artist Ada Balcazar to "paint" a season.

Winslow Township School District
Lower Elementary Spanish Grade 1:

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading<input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Graphic short stories• Extended time as needed• Read directions aloud• Assist with organization• Use of computer• Emphasize/highlight key concepts• Recognize success• Provide timelines for work completion• Break down multi-step tasks into smaller chunks• Provide copy of class notes• Graphic organizer• Sentence Starters• Manipulatives• Pictures, photographs• Word Wall• Project Based Learning	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Raise levels of intellectual demands• Require higher order thinking, communication, and leadership skills• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles• Provide higher level texts• Expand use of open-ended, abstract questions• Critical and creative thinking activities that provide an emphasis on research and in-depth study• Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Health:**

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

***Social Studies:**

- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 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.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 6:</p> <p>March-Clothing & Descriptions</p> <p>Numbers 11-55</p> <p>Spanish Princess Infanta Margarita who was featured in Velasquez's famous Las Meninas.</p>	<p>7.1.NM.A.2</p> <p>7.1.NM.A.4</p> <p>7.1.NM.B.2</p> <p>7.1.NM.B.4</p> <p>7.1.NM.C.2</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will demonstrate ability to describe what they are wearing. ● Students will identify a given part of the body and conclude which clothing covers it. ● Students will demonstrate the ability to describe how clothing changes for the seasons and how clothing reflects the climate in various countries ● Students will demonstrate the ability to identify Princess Margarita of Spain's role in history, what she looked like as a child and her clothing using a word bank. 	<ul style="list-style-type: none"> ● What do clothes do for us beside keeps us warm and cover our body? ● Why do different cultures have different clothing?
<p><i>Unit 6: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Being able to describe what I am wearing to others will increase my ability to convey my fashion preferences in the target language. ● Learning to effectively communicate personal preferences and wants in the target language will enable me to express what I like to wear. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Fashion and shopping in Spanish speaking countries and in the United States have similarities and differences. 	<ul style="list-style-type: none"> ● How do I describe what I am wearing or want to buy? 	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 6	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	12
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 6 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.5	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 6 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will count and identify crayons and their colors to teacher in the target language. • Students will communicate what they wear for each season and its color in the target language.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: brazos, piernas, pies, sombrero, gorro, camisa, camiseta, pantalones, cortos, jeans, zapatos, tenis, falda, blusa, vestido, colors and bontio(a), guay, elegante. 	<ul style="list-style-type: none"> • Students will ask each other “Qué llevas?” and answer the question in the target language. Students will express what they are wearing. • Students will do a “Find the Intruder” activity in which they circle of the four words that does not belong with the other based on a given cue for who wears it (male/female) or the part of the body it is worn on. • Students will use white boards to illustrate to a person and what s/he is wearing based on the description provided by the teacher. • “What am I?” Given sentences in English, students complete the sentence, “I am a _____.”, with the correct part of the body or clothing in Spanish. • Students will sing "Head and Shoulders, Knees and Toes' to include arms, legs, and feet. • Students will count the number of people in the room wearing a given article of clothing up to 15. • .Students will count out 15 crayons and tell their colors. • Students will discuss how clothing changes for the seasons and how clothing reflects the climate in various countries. • Students will look at pictures of Princess Margarita at various ages, listen to her history, and point her out in Las Meninas. They will complete a cloze activity in which they describe her as a princess, blonde and pretty using first sounds to identify the words.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 1:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Health:**

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

***Science:**

- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.

***Social Studies:**

- 6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3:** Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
- 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.

Integration of Computer Science and Design Thinking NJSL Standards NJSL 8

- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program’s sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 7:</p> <p>April-</p> <p>Family members</p> <p>Personal adjectives</p> <p>Expressing age 1-15</p> <p>Culture: Earth Day</p> <p>Las Fallas</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> • Students will pronounce, recognize and write family member words. • Students will use target adjectives to describe family members in writing. • Students will use the numbers 1 - 15 to describe age. • Students will write in English about and illustrate a family event that is important to them after reading the book, Mi Familia, by Carmen Lomas Garza. • Students will name reasons we should protect and care for our earth and its animals. • Students will have an understanding of how Las Fallas' bonfires, parades and fireworks are typical of many celebrations in Spain. 	<ul style="list-style-type: none"> • How are families different and similar in our country and the Hispanic World? • Why do animals become endangered? How can we be global stewards?
<p><i>Unit 7: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Learning to effectively communicate in the target language about others and myself connects me to new friends in my age group. • Language learning connects people and opens the door to learning about a rich culture and history. • Cultural celebrations in Spanish speaking countries and in the United States have similarities and differences. • Family dynamics can be dependent upon culture and differ from our family structures in the United States. 		<ul style="list-style-type: none"> • In what respects are Las Fallas celebrations typical of others held in Spain?

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 7	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 7 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 7 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Formative testing for class participation in activities. • Summative evaluation of listening to and writing from word and phrase banks and dialogues. • Warm-up Activities • Teacher Observation 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students use white board to draw a family having the characteristics and wearing the clothing described by the teacher. • Students perform a short presentation in which they identify themselves as a family member and describe themselves with 2 adjectives. • Students will make a picture of something we should do to save the Earth for Earth Day and label it, “¡Sálve la Tierra!”
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: Madre, padre, hermano, hermana, tío, tia, primo, prima, abuelo, abuela, bonita, guapo, alto(a), bajo(a), gordito(a), delgado(a), serio(a), bobo(a), rubio(a), moreno(a) • Games for family members and personal adjectives: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Students will do a "Find the Intruder" activity in which they circle one of four words that does not belong with the others based on a given cue for the family member word. • Given a choice of three target words, students will choose the English for the given Spanish noun or adjective. • Students will look at a drawing of a family on paper or on the board and answer, True or False to statements given in English except for the family member word. • Students will draw a silly family and write one adjective for each from a word bank. • Students will read the book Mi Familia by Carmen Garza Lomas in English and discuss family events that are important to them. They will write a sentence about one event they enjoy with their family from a word bank of possible activities and illustrate in the style of the author. • Students will see pictures or video of Las Falls and talk about how fireworks, bonfires and parades often accompany Spanish festivals.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
Lower Elementary Spanish Grade 1:

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

Winslow Township School District
Lower Elementary Spanish Grade 1:

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
Lower Elementary Spanish Grade 1:

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Science:**

- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.
- ETS1.B** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people

***Social Studies:**

- 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.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.EconGE.2:** Explain why people in one country trade goods and services with people in other countries.
- 6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSLS 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.5:** Describe a program’s sequence of events, goals, and expected outcomes.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Overview	Standards for World Language Content	Unit Focus	Essential Questions
<p>Unit 8:</p> <p>May and June:</p> <p>Food</p> <p>Review of previously taught vocabulary</p> <p>Cinco de Mayo</p>	<p>7.1.NM.IPRET.1</p> <p>7.1.NM.IPRET.2</p> <p>7.1.NM.IPERS.5</p> <p>7.1.NM.IPERS.1</p> <p>7.1.NM.PRSNT.3</p> <p>WIDA 1,2</p>	<ul style="list-style-type: none"> ● Students will pronounce, recognize and identify fast food vocabulary words. ● Students will say and write in Spanish which foods they like and dislike. ● Students will describe the Mexican foods they like using target adjectives. ● Students will compare and contrast eating customs in Spain and the United States verbally in a discussion. ● Students will gain an understanding of the significance of the Battle at Puebla and the French invasion of Mexico during the week of Cinco de Mayo! 	<ul style="list-style-type: none"> ● Which Latin American foods are you familiar with? ● Which ingredients do you like and dislike in Mexican foods?
<p><i>Unit 8: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Culture heavily influences mealtime in Spanish speaking countries in comparison to our own. ● Food and beverages are like learning a language and have the ability to connect each other throughout various cultures. ● Language learning connects people and opens the door to learning about a rich culture and history. ● Cultural celebrations in Spanish speaking countries and in the United States have similarities and differences. 		

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Curriculum Grade 1 Unit 8	Standards		Pacing	
			Days	Unit Days
	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	2	12
	7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	2	
	7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.	2	
	7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.	2	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	2	
	Assessment, Re-teach and Extension		2	

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 8 Grade 1		
Core Idea	Indicator #	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Unit 8 Grade 1	
Assessment Plan	
<ul style="list-style-type: none"> • Warm-up Activities • Teacher Observation • Benchmark assessment: *Speaking: Students perform a puppet show in which students greet each other and tell their name, age and favorite color and food (using me gusta), and say goodbye. *Writing: Students complete a paragraph about themselves while being read to them which includes their name, age, favorite color, favorite food and favorite thing to wear. Word banks are included for each topic. *Listening: Students will be asked to identify the letters Z, U, S, X, and T. *Culture: Students will answer questions about Las Fallas in Valencia 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • Web Quests • Students will choose a mealtime, draw a healthy plate of food, identify the item and its color in the target language. • Students create and perform a skit in which they use learned vocabulary to pretend to order and express preferences about foods in the target language. • Students will make a 5 day school lunch menu of target foods and present it to the class in Spanish.
Resources	Activities
<ul style="list-style-type: none"> • Think Spanish! an educational neurology based book for students scope and sequence. • Teacher made materials, flashcards, posters, alphabet strips, classroom supplies for student writing and illustration, • Authentic documents and material • Multimedia Resources • DVD and authentic video clips • Vocabulary: hamburguesa (con queso), papas fritas, aros de cebolla, hot dogs, pollo frito, batido de leche, pizza • Games for food vocabulary: The Spinner Game, Memoria, Matamoscas, Cambia, the Culebra Game, ¡Lo Tengo! Hangman, The Dice Game, Charades, Memoria, ¿Quién es? and BRAVO. 	<ul style="list-style-type: none"> • Students will pronounce, write and identify Spanish words for fast foods and say which ones they like and dislike using “Me gusta” and “No me gusta.” • Student finish the sentence in Spanish, "My favorite fast foods are..." given a word bank. • Students will make a chart of the target food that they like and dislike. • Students listen to the differences in eating customs in Spain and the United States and then answer questions concerning them to show understanding. • Students will listen to the history of Cinco de Mayo and ways it is celebrated in Mexico and the United States.

Winslow Township School District
Lower Elementary Spanish Grade 1:

Instructional Best Practices and Exemplars

- | | |
|--|--|
| <ol style="list-style-type: none">1. Identifying similarities and differences2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Nonlinguistic representations | <ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and advance organizers10. Manage response rates |
|--|--|

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.FP.2: Differentiate between financial wants and needs.

9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for Special Education/504 Accommodations

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- *Small group instruction
- * Read directions aloud
- * Extended time as needed
- *Provide shortened assignments
- *Repeat directions as needed
- *Sentence Starters
- *Pictures, photographs
- *Project Based Learning
- *Modeling and guided practice
- *Repeat, rephrase and clarify directions
- * Break down assignments into smaller units
- *Modify testing format
- *Graphic organizers
- *Manipulatives
- *Word Wall

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade 1 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Graphic short stories • Extended time as needed • Read directions aloud • Assist with organization • Use of computer • Emphasize/highlight key concepts • Recognize success • Provide timelines for work completion • Break down multi-step tasks into smaller chunks • Provide copy of class notes • Graphic organizer • Sentence Starters • Manipulatives • Pictures, photographs • Word Wall • Project Based Learning 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

**Winslow Township School District
Lower Elementary Spanish Grade 1:**

Interdisciplinary Connections

***ELA:**

- A.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RL.1.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RI.1.7.** Use the illustrations and details in a text to describe its key ideas
- W.1.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.1.2.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- A.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

***Science:**

- 3-ESS2-2.** Obtain and combine information to describe climates in different regions of the world.
- ETS1.B** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people

***Health:**

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

***Social Studies:**

- 6.1.2.CivicsPI.5:** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
- 6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- 6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.GeoPP.1:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- 6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- 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.
- 6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- 6.1.2.HistorySE.2:** Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Integration of Computer Science and Design Thinking NJSL 8

- 8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.