

Grade 1 - 1st Trimester - All About Me

Content Area: **World Language**
Course(s): **World Language Grade 1**
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

(World Languages Education in the 21st Century <https://www.nj.gov/education/aps/cccs/wl/>)

Unit	MP/Trimester	Weeks
All About Me	Trimester 1	9
My Family and Me	Trimester 2	9
Let's Go: Ecotourism in Puerto Rico!	Trimester 3	9

Rev. September 2019

Unit Overview

Students use the target language in the three modes of communication to explore physical characteristics and personality qualities and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpretive:

They interpret authentic written and/or video/audio texts such as blogs, online biographies, social network sites, stories, and short clips from movies and television that focus on first introductions and personal information.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to self.

Presentational:

They use lists, chunks of language, and memorized phrases to introduce themselves and describe themselves or others while using culturally appropriate gestures and intonations

Enduring Understandings

Enduring Understandings (The big ideas):

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Essential Questions

Essential Questions:

How can I talk to someone in another language when I am just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

New Jersey Student Learning Standards (No CCS)

1 Skim and scan culturally authentic audio, video, or written text from electronic information sources and other sources to identify information about people (e.g. physical characteristics, personality qualities, and age).

[Click here for the “Can-Do” Statement.](#)

7.1.NM.A.1

7.1.NM.A.4

2 Ask and respond to memorized questions about physical characteristics and personality qualities using

digital tools and face-to-face communication.

Click here for the “Can-Do” Statement.

7.1.NM.B.1

7.1.NM.B.4

3 Use appropriate greetings and leave taking from the target culture in a variety of scenarios.

Click here for the “Can-Do” Statement.

7.1.NM.B.3

4 Imitate and incorporate appropriate intonation for asking different types of questions (if appropriate in the target language).

Click here for the “Can-Do” Statement.

7.1.NM.B.3

5 Describe self and others.

Click here for the “Can-Do” Statement.

7.1.NM.C.4

6 Retell highlights from age- and level-appropriate culturally authentic target language text orally and/or in writing including physical characteristics and personality qualities by creating a multimedia presentation.

Click here for the “Can-Do” Statement.

7.1.NM.C.1

7.1.NM.C.4

<https://www.nj.gov/education/modelcurriculum/wl/nmk5u1a.pdf>

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets,

	physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.C.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the

	categories represent.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Technology Standards

Resources/Technology:

- Thematic unit: “All About Me”
- Books: “Los colores de Elmer” by David McKee

“Oso pardo, oso pardo, qué ves ahí” by Eric Carle

“Prepara un burrito” by Denise Vega

- Smart Board/ LCD projector/Promethean Board
- Music (iPod), Lyrics (various songs and artists)
- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube, Vimeo,
- Smart Tablet apps: MoMA, Tellegami, Video PhotoBooth
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Teacher eBoard

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Careers

21st Century Skills Map

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, **this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects**

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

Financial Literacy Integration

Instructional Strategies & Learning Activities

Core Content/Objectives		Instructional Actions	
		Activities/Strategies	
Concepts	Skills	Learning Activities/Differentiation	Assessment
What students will know	What students will be able to do	n	How learning will be assessed
		Interdisciplinary Connections	
<ul style="list-style-type: none">• Classroom vocabulary and commands• Greeting and farewell vocabulary	<ul style="list-style-type: none">• Understand important classroom commands that Spanish-speaking	<ul style="list-style-type: none">• Pre-teach new vocabulary using TPR, objects, realia, visual prese	<ul style="list-style-type: none">• Daily observations• Participation in class• TPR responsiveness and readiness• Game participation• Memorize songs• Create interpersonal, presentational and interpretive communication activities that will facilitate language

<ul style="list-style-type: none"> Expressing names using “llamarse” Expressing age using “tener” Expressing favorite colors using “Mi color favorito es ____.” Expressing favorite numbers by using “Mi número favorito es ____.” Numbers 1-20 Colors Shapes Pronunciation of different words and expressions Cultural practices and beliefs 	<p>people use daily in the classroom</p> <ul style="list-style-type: none"> React and respond to TPR activities in every class. Respond to learned questions such as ¿Cuántos años tienes?; ¿Cómo te llamas?; ¿Qué color es?; ¿Qué número es?; ¿Cuáles es tu color favorito?; ¿Cuáles es tu número favorito?; Ask memorized questions ¿Cuánt 	<p>ntations and storytelling prompts</p> <ul style="list-style-type: none"> Pair review of vocabulary Use music and rhythms as part of the lesson (“Buenos días/buenas tardes”, “Hola, Amigo”, “Attenti” “Buenos días a todos aquí”, “Los colores”, “1,2,3 Cha Cha Cha”, “Feliz cumpleaños”, 	<p>production</p> <ul style="list-style-type: none"> Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language. Utilize Rubrics for different communicative tasks to be able to create a bench mark in terms of language proficiency I Can-Do Statements (adapted from NCSSFL-ACTFL) https://drive.google.com/file/d/0B3_0VmXxlyRYaWVoczlKSUFXM3M/view?usp=sharing
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os años tienes?; ¿Cómo te llamas? ; ¿Qué color es?; ¿Qué número es?; ¿Cuál es tu color favorit o?; ¿Cuál es tu número favorit o?	“Adió s amigu itos”)
• Unders tand how questio ns are formed and written in Spanis h	• Ask Natur al Appr oach questi ons to facilit ate langu age produ ction.
• Recall and tell differe nt colors and shapes	• Give perio d of input activit ies (Com prehe nsion prece des produ ction)
• Count from number s 1-20	• Stude nts answe r in early emerg ence speec h
• Recogn ize shapes used in famous	• Prese nt input one at a time
	• Creat e interp

paintings by Spanish artists: Joan Miró y Pablo Picasso

- Connect with 1st grade apple study - locate C2 countries where apples are grown; name shape and colors of apples
- Connect with 1st grade and art curriculum - Alexander Calder and Piet Mondrian
- Create a bar graph comparing

person
al
activities
that
will
facilitate
language
productivity.

- Pre-teach and guide students to learn how to formulate questions.

- Show digital presentations with different vocabulary words and phrases pertaining to thematic unit

- Use a “Mag

- | | |
|--|--|
| favorite colors of student | ic Box” as a tool that will promote language production and classroom participation . |
| <ul style="list-style-type: none"> • Analyze data from bar graph | |
| <ul style="list-style-type: none"> • Identify, recognize and use different vocabulary words that will appear during the reading : “Los colores de Elmer por David McKee | <ul style="list-style-type: none"> • Discuss cultural information about certain practices and beliefs |
| <ul style="list-style-type: none"> Prepara un burrito por Denise Vega; Oso pardo, oso pardo, qué ves ahí por Eric Carle | <ul style="list-style-type: none"> • Locate places on map (geography) with a map and globe |
| <ul style="list-style-type: none"> • Engage in | <ul style="list-style-type: none"> • Use kinesthetic games such |

small
conversations
by
using
yes/no
answers
or
choice
A/B
answers;
names;
words;
phrases

as
“Simon
dice”,
“Pictionary”
and
“matamoscas”
to
reinforce
vocabulary
through
movement
and
repetition

- Play culturally-authentic videos/clips from Disney Education.com, YouTube
- Use tweets from target language
- Interact with teacher

eBoards

- Interact with Smart Tablets
- Read picture books : “Los colores de Elmer” by David McKee and “Prepara un burrito” by Denise Vega

Differentiated Instruction

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant
- Curriculum Map

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories
- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc.
Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it !
3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.

- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

Summative Assessment

Presentational Speaking

Introduce yourself to the other first graders in the district. Make sure to say your name, age, favorite color and favorite number.

Presentational Writing

Create a poster to be displayed in the hallways. Fill in the spaces to include your name, age, favorite color and favorite number. Create an illustration that represents you. You may use markers, crayons, Spanish magazines, and any other materials to enhance your poster.

Benchmark Assessments

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

Oral Proficiency Interview (OPI) assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

Alternate Assessments

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

Resources & Technology

Resources/Technology:

- Thematic unit: “All About Me”
- Books: “Los colores de Elmer” by David McKee

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“Prepara un burrito” by Denise Vega

- Smart Board/ LCD projector
- Music (iPod), Lyrics (various songs and artists)
- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- Animoto.com
- Teacher Tube, YouTube, Vimeo,
- Smart Tablet apps: MoMA, Tellegami, Video PhotoBooth
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Teacher eBoard
- <http://flenj.org/> FLENJ
- <https://www.actfl.org/> ACTFL

- <https://www.nj.gov/education/aps/cccs/wl/> NJ Student Learning Standards for World Languages

BOE Approved Texts

Closure

- Examples:
- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following

options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

ELL

<https://www.nj.gov/education/aps/cccs/ELL.htm> Resources

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Graphic organizers

Special Education

<https://www.nj.gov/education/specialed/> Resources

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.

- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Resources <https://www.nj.gov/education/aps/cccs/gandt/>

