

**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 1 <sup>st</sup>	<b>Unit #:</b> 1	<b>Pacing:</b> 10 weeks
<b>Unit Title:</b> Hola Escuela!			

**OVERVIEW OF UNIT:**

**Students will refresh their Spanish in this first unit of their second year of Spanish study by reviewing greetings, leave-takings, and pleasantries. They will learn about what makes them unique as people and students. A positive classroom environment will be established, with explicit teaching about how we learn languages best.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Talking to each other and sharing our feelings promotes friendships.</li> <li>● Humans come in all shapes and sizes, and possess different skills and abilities.</li> <li>● Different situations in life cause our feelings to change. It is normal to feel happy, sad, tired, excited, or angry.</li> <li>● Communicating in another language is important because we live in a global community and are citizens of the world!</li> <li>● We learn languages best in a positive environment and help and encourage one another.</li> </ul>	<ul style="list-style-type: none"> <li>● How does language play a role in life?</li> <li>● How do I learn a language?</li> <li>● How does being polite affect day-to-day living?</li> </ul>

**Objectives**

- Students will be able to describe how language plays a role in our lives.
- Students will be able to apply strategies to help them learn a language.
- Students will be able to demonstrate how manners affect day-to-day living.

**Assessment****Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

**Summative Assessment:**

- online quizzes & tests
- projects

**Benchmark:**

- Unit Pre-Test

**Alternative:**

- performance tasks
- projects

**Key Vocabulary**

- 

**Resources & Materials**

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

### Technology Infusion

**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

**Activities:**

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

### Interdisciplinary Integration

**Activities:**

- The students will create a drawing with a short writing piece to describe their school and community.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)

- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will role-play scenarios to practice ways in which to show politeness during conversations.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

### Careers

#### Activities:

- Students will role-play scenarios to practice ways in which to show politeness during conversations.

CRP #	Practice
6	Demonstrate creativity and innovation.

### Standards

Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School**  
**Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade: 1st</b>	<b>Unit #: 2</b>	<b>Pacing: 10 weeks</b>
<b>Unit Title: Fiestas y Familias</b>			

**OVERVIEW OF UNIT:**

This unit spirals back to the topic of family and fall and winter holidays. Students will learn to describe their families in more depth than previously. They will touch upon Thanksgiving traditions in the US and learn why other countries do not celebrate. They will discuss all the things we have that we are thankful for. Winter celebrations.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Families are different throughout the classroom and world.</li> <li>● We enjoy many comforts that we are thankful for.</li> <li>● Families have different celebrations in different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Families are different throughout the classroom and world.</li> <li>● We enjoy many comforts that we are thankful for.</li> <li>● Families have different celebrations in different parts of the world.</li> </ul>






Objectives
<ul style="list-style-type: none"> <li>● Students will be able to identify ways in which families are different throughout the classroom and world.</li> <li>● Students will identify reasons to be thankful for different items.</li> <li>● Students will describe the differences between celebrations held in different parts of the world.</li> </ul>



Assessment		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● observation</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul> </td> </tr> </table>	<b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>● observation</li> </ul>	<b>Benchmark:</b> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul>
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<ul style="list-style-type: none"><li>● self-reflections</li><li>● teacher-student conferences</li></ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"><li>● online quizzes &amp; tests</li><li>● projects</li></ul>	<p><b>Alternative:</b></p> <ul style="list-style-type: none"><li>● performance tasks</li><li>● projects</li></ul>
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**Key Vocabulary**

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**Resources & Materials**

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- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

**Technology Infusion**

**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

### Interdisciplinary Integration

#### Activities:

- The students will create a short writing piece describing a celebration from a different culture.

#### Resources:

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
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Standard	Standard Description
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- The students will create a short writing piece describing a celebration from a different culture.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives



Careers	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>The students will create a short writing piece describing a celebration from a different culture.</li> </ul>	
CRP #	Practice
6	Demonstrate creativity and innovation.

Standards	
Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>Position student near helping peer or have quick access to teacher</li> <li>Modify or reduce assignments/tasks</li> </ul>	<ul style="list-style-type: none"> <li>Provide text-to-speech</li> <li>Use of translation dictionary or software</li> <li>Provide graphic organizers</li> <li>NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>Adapt a Strategy – Adjusting strategies for ESL students -</li> </ul>	<ul style="list-style-type: none"> <li>Tiered interventions following RTI framework</li> <li>Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> </ul>	<ul style="list-style-type: none"> <li>Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>Utilize project-based learning for greater depth of knowledge</li> <li>Utilize exploratory connections to higher grade concepts</li> </ul>

<ul style="list-style-type: none"> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<p><a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>	<ul style="list-style-type: none"> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>
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**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 1 <sup>st</sup>	<b>Unit #:</b> 3	<b>Pacing:</b> 10 weeks
<b>Unit Title:</b> Mi Comunidad			

**OVERVIEW OF UNIT:**

**Students will begin to explore their community and the target language vocabulary to describe it. They will be exposed to other communities around the world and begin to compare and contrast their own.**

<b>Unit References</b>	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● A community is a group of people living or working in the same area.</li> <li>● A class is a community.</li> <li>● Many words for community places are English/Spanish cognates.</li> </ul>	<ul style="list-style-type: none"> <li>● What makes a community?</li> <li>● How can I talk about my community in Spanish?</li> <li>● Is my community similar or different to other communities around the world?</li> </ul>

Objectives
<ul style="list-style-type: none"> <li>● Students will be able to identify what makes up a community.</li> <li>● Students will be able to describe their community in Spanish.</li> </ul>

- Students will be able to compare and contrast their community to other communities around the world.

### Assessment

#### Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

#### Summative Assessment:

- online quizzes & tests
- projects

#### Benchmark:

- Unit Pre-Test

#### Alternative:

- performance tasks
- projects

### Key Vocabulary

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### Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- SMARTBoard
- Teacher-made resources

### Technology Infusion

#### Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

### Interdisciplinary Integration

**Activities:**

- Students will compare and contrast their community with communities around the world.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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<ul style="list-style-type: none"> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 21<sup>st</sup> Century Life Skills Standards

<b>Activities:</b> <ul style="list-style-type: none"> <li>Students will compare and contrast their community with communities around the world.</li> </ul>	
Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

### Careers

<b>Activities:</b> <ul style="list-style-type: none"> <li>Students will compare and contrast their community with communities around the world.</li> </ul>	
CRP #	Practice
6	Demonstrate creativity and innovation.

### Standards

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7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
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<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 1st	<b>Unit #:</b> 4	<b>Pacing:</b> 10 weeks
<b>Unit Title:</b> Animales Aquí y Allá			

**OVERVIEW OF UNIT:**

**Animals are different across the globe. Students will learn the vocabulary to describe animals here in NJ, and then contrast them with the types of animals that live in Latin America. Special focus will be given to the Amazon rainforest and communities and endangered animals who live there.**

<b>Unit References</b>	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Many animal words in Spanish are cognates.</li> <li>● Different types of animals live in different parts of the world.</li> <li>● Some animals are common while some are rare.</li> <li>● We need to protect the environment for animals and people.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I talk about animals in Spanish?</li> <li>● How are animals different on different continents?</li> <li>● Which animals are my neighbors?</li> <li>● What does it mean for an animal to be endangered?</li> </ul>

Objectives
<ul style="list-style-type: none"> <li>● Students will be able to describe animals using Spanish vocabulary.</li> <li>● Students will be able to compare and contrast animals on different continents.</li> <li>● Students will be able to identify animals that live in their community.</li> </ul>

- Students will identify what it means for an animal to be endangered.

### Assessment

#### Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

#### Summative Assessment:

- online quizzes & tests
- projects

#### Benchmark:

- Unit Pre-Test

#### Alternative:

- performance tasks
- projects

### Key Vocabulary

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### Resources & Materials

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### Technology Infusion

#### Teacher Technology:

- Chromebook
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**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

### Interdisciplinary Integration

**Activities:**

- Students will write and illustrate drawings about animals from different continents.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)

- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### 21<sup>st</sup> Century Life Skills Standards

#### Activities:

- Students will write and illustrate drawings about animals from different continents.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

### Careers

#### Activities:

- Students will write and illustrate drawings about animals from different continents.

CRP #	Practice
6	Demonstrate creativity and innovation.

### Standards

Standard #	Standard Description
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).

7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified:</li> </ul>

<ul style="list-style-type: none"><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>			student-centered learning, independence, openness, complexity, groups varied <ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School  
Curriculum**



<b>Subject:</b> World Language - Spanish	<b>Grade:</b> 1st	<b>Unit #:</b> 5	<b>Pacing:</b> Integrated Throughout
<b>Unit Title:</b> Numeros y Calendarios			

**OVERVIEW OF UNIT:**

**Using information from a calendar is important and will be ongoing throughout the year. It enables students to gather information about days, weeks, months, seasons, and numbers. Learners become familiar with times of day and daily routines. Hispanic holidays are introduced with explanations of why, how, and when they are celebrated.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Language is an essential part of reading and using a calendar.</li> <li>● Calendars are important tools that we use to keep track of time, dates, and events.</li> <li>● Many holidays celebrate the anniversaries of great events, but these differ in various countries. Customs are celebrated with diverse festivities.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you read a calendar without language?</li> <li>● How do people in other countries celebrate holidays?</li> </ul>

Objectives
<ul style="list-style-type: none"> <li>● Students will be able to read and use a calendar in Spanish.</li> <li>● Students will be able to identify ways in which people in other countries celebrate holidays.</li> </ul>

Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> <li>● teacher-student conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● online quizzes &amp; tests</li> <li>● projects</li> </ul>	<p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● performance tasks</li> <li>● projects</li> </ul>

Key Vocabulary
<ul style="list-style-type: none"> <li>●</li> </ul>

Resources & Materials
<ul style="list-style-type: none"> <li>● “Hola” textbook</li> <li>● “Viva el Espanol” – systems A,B</li> <li>● “Hola” workbooks</li> <li>● Authentic Spanish Literature</li> <li>● Videos – Latin American culture/geography/vocabulary</li> <li>● Teacher’s Discovery – vocabulary set</li> <li>● Scholastic News Magazine &amp; Online Sources</li> <li>● SMARTBoard</li> <li>● Teacher-made resources</li> </ul>

Technology Infusion
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> </ul>



- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources

**Activities:**

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish speaking countries.

Standard	Standard Description
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

### Interdisciplinary Integration

**Activities:**

- Students will write and illustrate ways in which people in other countries celebrate holidays.

**Resources:**

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### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Students will write and illustrate ways in which people in other countries celebrate holidays.

Standard #	Student Learning Objectives
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives

### Careers

**Activities:**

- Students will write and illustrate ways in which people in other countries celebrate holidays.

CRP #	Practice
6	Demonstrate creativity and innovation.

### Standards

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7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.

7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
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