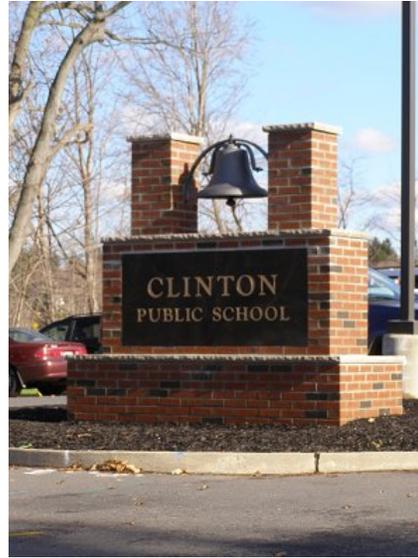


Clinton-Glen Gardner School District



Curriculum Management System

World Language: Spanish

Grade: 1

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected 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 to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

**New Jersey State Department of Education
Core Curriculum Content Standards**

World Language: Spanish

Scope and Sequence

Grade 1	
<p>Topic: Greetings -- ¡Bienvenidos!</p> <p>I. Expand greetings to inquire about others</p> <ul style="list-style-type: none"> a. Asking names b. Asking about how another is feeling c. Courtesy phrases 	<p>Topic: Family -- Quiero a mi familia</p> <p>II. Identify parts of the family and relationships</p> <ul style="list-style-type: none"> a. Cultural differences between families in US and Spanish-speaking countries
<p>Topic: Animals -- ¡Vengan a ver mi granja!</p> <p>III. Identify farm animals and their features</p> <ul style="list-style-type: none"> a. Sounds they make b. Colors c. Talk about what they have (“Tengo el gallo.”) d. Likes and dislikes 	<p>Topic: La Navidad</p> <p>IV. Examine the tradition of Las Posadas</p>
<p>Topic: Vegetables -- Me gustan las verduras.</p> <p>V. Identify 5 vegetables</p> <ul style="list-style-type: none"> a. Color b. Likes and dislikes c. Use them in a complete sentence 	
<p>21st Century Skills (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business & Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy
<p>Differentiation: Refer to CPS K-2 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 1 World Language	Topic: Greetings -- ¡Bienvenidos! <u>Goal 1:</u> The student will be able to expand greetings to inquire about others.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
September / about 3 classes	1.1. Ask the name of another person. (7.1.NM.A.3) 1.2. Sing a hello and a goodbye song with appropriate gestures. (7.1.NM.B.3) 1.3. Ask how another person is feeling. (7.1.NM.A.3) 1.4. Understand and use courtesy phrases. (7.1.NM.A.3) 1.5. Recognize familiar words and phrases from previous year as presented in read-aloud books. (7.1.NM.A.2, 7.1.NM.A.5) 1.6. Use effective oral and written communication in face-to-face and online interactions and when		Learning Activities: Songs—Buenos días; Adiós a ti Pass the Ball game Face Visuals Dance—Por Favor y Gracias Assessment Models: Oral Written TPR Additional Resources: Books: Say Hola to Spanish Otra Vez Clic, Clac, Moo	

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 World Language	Topic: Family -- Quiero a mi familia	
		Goal 2: The student will be able to talk about aspects of the family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
October through January / about 10 classes	<p>2.1. Identify parts of the family. (7.1.NM.A.4)</p> <p>2.2. Talk about relationships between people and their place in the family. (7.1.NM.A.4; 7.1.NM.B.4)</p> <p>2.3. Discuss cultural differences between families in US and Spanish-speaking countries. (7.1.NM.A.4)</p> <p>2.4. Pantomime aspects of song on the family. (7.1.NM.C.2)</p> <p>2.5. Draw family in a familiar setting and label members of the family. (7.1.NM.A.5, 7.1.NM.C.3, 7.1.NM.C.5)</p> <p>2.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>2.7. Practice collaborative skills in</p>	<p>Essential Questions: ¿Quién es la mamá/tía/abuela? Do you live with your grandparents, aunts and uncles? How many people live in your house? Where does your family like to spend time together?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. Many products and practices related to home and community are shared across cultures; others are culture-specific. Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. What is perceived as "basic needs" varies among and within cultures.</p>	<p>Learning Activities: Puppets Songs—Tengo una Familia Grande Books (Interdisciplinary) Authentic music Dance Game—7-up</p> <p>Assessment Models: Oral response Family Portraits Game participation</p> <p>Additional Resources: Books: <u>Family, Familia</u></p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Family -- Quiero a mi familia	
	Subject/Grade Level: Grade 1 World Language	Goal 2: The student will be able to talk about aspects of the family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>2.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>2.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.12. Explain the importance of understanding and following rules</p>		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 World Language	Topic: Family -- Quiero a mi familia	
		Goal 2: The student will be able to talk about aspects of the family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 World Language	Topic: Animals -- ¡Vengan a ver mi granja!	
		Goal 3: The student will be able to identify animals and their features.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
January through April / about 8 classes	<p>3.1. Identify 5-8 farm animals. (7.1.NM.A.4, 7.1.NM.C.3)</p> <p>3.2. Sing a culturally authentic song and recognize the animal by the sounds they make in Spanish and how they differ from those in English. (7.1.NM.A.2, 7.1.NM.A.5, 7.1.NM.C.2)</p> <p>3.3. Talk about the colors of the various animals. (7.1.NM.A.4)</p> <p>3.4. Talk about what they have ("Tengo el gallo."). (7.1.NM.A.4)</p> <p>3.5. Identify their likes and dislikes as they apply to animals. (7.1.NM.B.4)</p> <p>3.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.7. Practice collaborative skills in</p>	<p>Essential Questions: ¿Quién tiene el gallo? ¿Qué dicen los pollitos? ¿De qué color es la vaca?</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p> <p>Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	<p>Learning Activities: Circle game with puppets Song—Vengan a Ver mi Granja Felt board and farm Worksheet TPR activities with manipulatives Bingo Puzzles Animal sounds games</p> <p>Assessment Models: Oral response Songs and Games</p> <p>Additional Resources: Books: <u>Farm Animals</u></p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 1 World Language	Topic: Animals -- ¡Vengan a ver mi granja!	
		Goal 3: The student will be able to identify animals and their features.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>3.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>3.12. Establish and follow performance goals to guide</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 World Language	Topic: Animals -- ¡Vengan a ver mi granja! <hr/> Goal 3: The student will be able to identify animals and their features.		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model	
	<p>progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>3.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>			

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: La Navidad	
	Subject/Grade Level: Grade 1 World Language	Goal 4: The student will be able to recall the tradition of the annual Las Posadas reenactment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
December / about 2 classes	<p>4.1. Understand the nature of the las Posadas reenactment, including appropriate vocabulary. (7.1.NM.A.3, 7.1.NM.B.2, 7.1.NM.B.5)</p> <p>4.2. Do their own reenactment in groups. (7.1.NM.C.2, 7.1.NM.C.4)</p> <p>4.3. Play an authentic board game based on las posadas. (7.1.NM.A.5)</p> <p>4.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>4.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>	<p>Essential Questions: Why do many Spanish-speaking countries do this reenactment each year? What does “las posadas” mean?</p> <p>Conceptual Understandings: Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. Many products and practices related to home and community are shared across cultures; others are culture-specific. What is perceived as “basic needs” varies among and within cultures. Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p>Learning Activities: Books Games Reenactments (Interdisciplinary)</p> <p>Assessment Models: Can the student understand the nature of the story and the vocabulary? Can the student reenact the story? Can the student use vocabulary when playing game?</p> <p>Additional Resources: Book: <u>The Night of las Posadas</u> - de Paola Las posadas game boards</p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: La Navidad	
	Subject/Grade Level: Grade 1 World Language	Goal 4: The student will be able to recall the tradition of the annual Las Posadas reenactment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.4.D.1)</p> <p>4.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>4.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>4.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>4.11. Explain the importance of understanding and following rules in family, classroom, and community settings.</p>		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: La Navidad	
	<u>Subject/Grade Level:</u> Grade 1 World Language	<u>Goal 4:</u> The student will be able to recall the tradition of the annual Las Posadas reenactment.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.4.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 1 World Language	Topic: Vegetables -- Me gustan las verduras	
		Goal 5: The student will be able to identify 5-8 vegetables, recognize by color and show preference.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May through June / about 5 classes	<p>5.1. Identify 5-8 vegetables by name, color and movement. (7.1.NM.A.2, 7.1.NM.A.4)</p> <p>5.2. Create personal book of vegetables and show preference for certain vegetables in complete sentences. (7.1.NM.B.5, 7.1.NM.C.3, 7.1.NM.C.4)</p> <p>5.3. Understand a book in Spanish on growing vegetables and reenact story. (7.1.NM.A.4, 7.1.NM.A.6, 7.1.NM.C.2)</p> <p>5.4. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.5. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.6. Use effective oral and written</p>	<p>Essential Questions: ¿Quién tiene el pepino? Me gusta la zanahoria. No me gusta el pepino.</p> <p>Conceptual Understandings: Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p> <p>Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p>Learning Activities: TPR Personal book Read-aloud Book (Interdisciplinary) Puppets Game—Estoy pensando en un vegetal 7-Up Pasa el vegetal</p> <p>Assessment Models: Can the student say the words for select vegetables and do the appropriate gesture? Can the student understand the spoken word for various vegetables without the gesture? Can the student tell the color of the vegetable or identify it by a given color? Can the student reenact the story and repeat some sentences? Can the student draw the appropriate vegetable above the label? Can the student write about which vegetables they like and don't like?</p> <p>Additional Resources: Book: <u>La Semilla de zanahoria</u></p>

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Vegetables -- Me gustan las verduras	
	Subject/Grade Level: Grade 1 World Language	Goal 5: The student will be able to identify 5-8 vegetables, recognize by color and show preference.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>5.9. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>5.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>5.11. Explain the importance of</p>		

Pacing / Suggested days of Instruction	Curriculum Management System	Topic: Vegetables -- Me gustan las verduras	
	<u>Subject/Grade Level:</u> Grade 1 World Language	<u>Goal 5:</u> The student will be able to identify 5-8 vegetables, recognize by color and show preference.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		