

Cedar Grove School District

Cedar Grove, NJ

2017 | **Grade 1**

World Language:

Spanish

Revised 2017

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
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Mr. David Schoner
Mr. Vincent Vollero

World Language

Spanish – Grade 1

Course Description

Students will receive World Language instruction once a week for 30 minutes

The **Grade 1 World Language** Program is designed to help students begin to interact with others in the target language. Likewise, World Language in first grade focuses on encouraging young learners to expand their vocabulary through a variety of interactive games and learning activities. This course will introduce students to greetings and farewells, feelings, weather, and the parts of the body in the target language. First grade students will learn the proper way to write the date in the target language, and as the year continues, and students enter the next grade level, they will build on the foundation of learning another language.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational.**

The Interpretive Mode

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

The Interpersonal Mode

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

The Presentational Mode

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

World Language

Spanish – Grade 1

Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21						22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40					
<u>Review Unit: Weather</u>												
<u>Writing the Date</u>												
<u>Parts of the Body</u>												
<u>Greetings, I AM</u>												
<u>Statements</u>												



Review Unit, Weather, Writing the Date

Collaboration

Stage 1: Desired Results

NJ Standards

NJ: 2014 SLS: World Languages

NJ: Novice-Mid

A. Interpretive Mode

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Linguistic:

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.

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

- The students will review and be able to recite the alphabet and the numbers 0-100 in the target language.
- The students will identify and review colors, Months of the year, and the Days of the Week, and the seasons in the target language.
- Students will learn the vocabulary for weather in the target language.
- Students will practice writing the date in the target language.
- Students will learn the body parts in the target language and be able to identify and label them.

- Can the student sing the alphabet in the target language?
- Can the student identify the parts of the body in the target language?
- How do you write the date in the target language?
- Can student describe the weather in the target language for the correct Season?

Content

- Review the Alphabet
- Review numbers 0-100
- Calendar Skill
- Learn the weather and the seasons
- Learn the body parts in the target language

Skills

- Recite the days of the week, the months of the year, and the seasons in the target language.
- Put the days of the week in order in the way it is done in the target language.
- Students will be able to sing and identify the alphabet in the target language
- Students will be able to complete assignments using the colors in the target language.
- Students will be able to write the date in the target language.
- Students will be able to identify the parts of the body in the target language.

Stage 2: Assessment Evidence

Assessments

Teacher Observation

Formative: Other oral assessments

- Teacher will be able to assess the proper pronunciation of a word.
- Teacher will be able to identify if the student is mastering the vocabulary skills and is able to utilize them in short phrases or sentences

Stage 3: Learning Plan





Learning Activities

Suggested Activities:

- Worksheets
- Songs
- TPR activities
- Create Season Scenes and describe the weather in target language
- Student centered activities
- Flash Cards

Resources

Suggested Resources:

- Select Songs/CD
- Teacher Generated Worksheets
- Numerous Instructional Games
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
-  [http://www.early-advantage.com/Teacher Instruction](http://www.early-advantage.com/Teacher%20Instruction)
-  <http://www.Youtube.com>
-  <http://www.gpbkids.org/>
-  <http://www.pinterest.com>



Parts of the Body, Greetings, I AM Statements

Collaboration

Stage 1: Desired Results

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B. Interpersonal Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

C. Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- The students will be able to identify the parts of the body and write or state simple sentences in the target Language.
 - **Example: My head hurts. (*Me duele la cabeza*)**
- The students will be able to orally greet each other and say good-bye in different ways in the target language.
- Students will be able to state I AM statements in the target language.
 - **(Example: I am hungry. (*Tengo hambre*) I am cold. (*Tengo frio*)**

- How do you say the parts of the body in the target language?
- Can you label the parts of the body in the target language?
- How can you greet someone in the target language?
- Can you state how you are feeling in the target language?

Content

- **Body Parts**
 - **Examples**
 - La Cara
 - La Cabeza
 - Las Manos
 - Los Pies
 - La boca
 - Los Dientes
 - Los Ojos
 - Las Orejas
 - La Nariz
- **Greetings/Farewell**
 - **Examples:**
 - Buenos Dias.
 - Buenas Tardes.
 - Buenas Noches
 - Hola
 - Como te llamas?
 - Me llamo
 - Hasta luego
 - Adios
- **I am feeling...(statements)**
 - **Examples:**
 - Tengo Frio.. I am cold
 - Tengo Calor... I am hot
 - Tengo Hambre...I am hungry
 - Tengo Sed...I am Thirsty

Skills

- Students will be able to identify the parts of the body and state simple sentences using the targeted vocabulary.
- Students will be able to greet people and say good-bye in the target language.
- Students will be able to state I am feelings in the target language.

Stage 2: Assessment Evidence

Assessments

Senor Amarillo

Summative: Visual Arts Project

Students will build Senor Amarillo and label the parts of the body

Skit

Summative: Dramatization

Students will create a situation where they greet one another and say good-bye

Stage 3: Learning Plan




Learning Activities

Suggested Activities

- Worksheets targetings specific skills
- Oral Practice/Skits
- Dialogue Practice
- Interactive SmartBoard Activities
- Senor Amarillo Project
- Language Flash Cards
- Oral Short Sentence Practice
- Sock Puppet
- Sock Puppet can be utilized to help the student interact and have a conversation (greetings/Farewells) in the target Language. (Teacher will hold the sock Puppet and converse with individual students)

Resources

Suggested Resources:

- Select Songs/CD
- Teacher Generated Worksheets
- Numerous Instructional Games
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
-  <http://www.Youtube.com>
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