

First Grade World Language Curriculum

Unit: All About Me	Time: September- November	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can state my name.• I can state my age.• I can say the date of my birthday.• I can name my favorite color.• I can tell people where I am from.	<p>Standards:</p> <p>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.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>
<p>Benchmark Assessment(s)</p> <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ State his/her name○ State his/her age○ Say the date of his/her birthday○ Name his/her favorite color○ Tell people where he/she is from		<p>Other Assessments</p> <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, Rubrics✓ Summative (Culminating): Presentational Rubric for speech <p>Materials</p> <ul style="list-style-type: none">• Clipboards• Chart paper• Index cards• Pencils

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SUGGESTED ACTIVITIES

- Students can match questions and answers
- Survey each other for most popular birth month, age, favorite color, etc. to tie into math lesson
- Practice Q&A with a partner
- Find five people with an assigned favorite color by asking questions
- Create a class poster with survey results
- Create a word cloud online with the class's information
- Use cue cards/index cards to build speech
- Fill in the blank sentences
- Read "Me Gusto Como Soy"

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Soy, Tengo, Años, Cumpleaños, Mi, Favorito, Es, De, 1-31, Months of the year, Me llamo

Cross-Curricular Connections

21st Century Skills: CRP12. Work productively in teams while using cultural global competence.

Technology: 8.2.2.E.5. Use appropriate terms in conversation (i.e. basic vocabulary words).

SEL: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Unit: My Family		Time: November- January	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can state basic personal information.• I can name the members of a family.• I can describe people.		<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.4 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Provide basic personal information including: name, age, and birthday.○ List and label family members with the Spanish vocabulary word and name.○ Describe the people in his/her family using an adjective.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• Go Fish• Guess Who?• Chart paper• Markers• Vocabulary cards

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SUGGESTED ACTIVITIES

- Copy/write worksheets
- Heads-up, 7-up with vocabulary
- Matching game
- TPR activity with vocabulary cards
- Go Fish card game
- Guess Who?
- Riddles as interpersonal activities
- Create a poster to label family members with vocabulary, name, and adjective.

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Mamá/madre, Papá/padre, Hermano, Hermana, Abuelo, Abuela, Alto, Bajo, Gordo, Flaco, Chistoso, Serio, Amable, Bonita, Guapo, Es, Se llama, Primo

Cross-Curricular Connections

21st Century Skills CRP12. Work productively in teams while using cultural global competence.

Technology: 8.2.2.E.5. Use appropriate terms in conversation (i.e. basic vocabulary words).

SEL: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Unit: My House		Time: February- April	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can name rooms of a house.• I can write the names of the rooms.• I can describe unique features of houses in other countries.		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). 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 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.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. 7.1.NM.C.4 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Name and label rooms of a house.○ Compare and contrast houses from different countries.○ Create a floor plan of a house.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric
			Materials <ul style="list-style-type: none">• iPad/Smartboard/Smart notebook• sketch pads• pencils• construction paper

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SUGGESTED ACTIVITIES

- Explore houses of different countries (http://www.shelterpub.com/_wonderful_houses/wh-toc.html, <http://www.tes.co.uk/teaching-resources/primary-40069/ks1-geography-40747/around-the-world-40758/buildings-40759/>, <http://www.telegraph.co.uk/property/internationalproperty/10773180/The-charms-of-Spains-cave-houses.html>)
- Practice vocabulary using TPR and other games
- Use Smart Notebook to create an interactive matching game
- View Discovery Education Video “I Want to Know: House Building”
- Use blue construction paper and chalk to create floor plans
- Use computer-drawing programs to create floor plans
- Pin the room on the house game
- SWAT vocabulary with floor plan

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

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- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: La casa, El dormitorio/El cuarto de dormer, La sala, La cocina, El baño, El comedor

Cross-Curricular Connections

21st Century Skills: CRP12. Work productively in teams while using cultural global competence.

Technology: 8.2.2.E.5. Use appropriate terms in conversation (i.e. basic vocabulary words).

SEL: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Unit: Table Manners		Time: April- June	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can name items used to set the table.• I can compare and contrast table manners in different countries.• I can set the table correctly according to Hispanic custom.• I can demonstrate proper table manners.• I can ask for items at the table.	<p>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.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.1 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Name at least five different items used to set the table.○ View a video and discuss table manners.○ Compare and contrast table manners in different countries.○ Set the table correctly.○ Ask for missing utensils needed to set the table.○ Demonstrate proper table manners as demonstrated in the Hispanic culture.		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, rubrics✓ Summative (Culminating): Presentational rubric	
		Materials <ul style="list-style-type: none">• Smart notebook• Plastic Utensils• Crayons• Drawing paper	

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SUGGESTED ACTIVITIES

- Smart notebook activity to uncover the utensils
- Worksheet and other vocabulary games
- Discovery Education video: “Elementary Spanish: Grades 01-02: Unit 04, Lesson 07”
- Use plastic utensils to have students locate what they need
- Have students set an actual table
- Glue plastic utensils to a large piece of construction paper/placemat and label the items

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

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- Use recording techniques to record and evaluate skills learned.

Vocabulary: Por favor, Gracias, De nada, Necesito, El plato, El tenedor, El cuchillo, El vaso, La cuchara, La servilleta, La mesa

Cross-Curricular Connections

21st Century Skills: CRP12. Work productively in teams while using cultural global competence.

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