Verona Public School District
Curriculum Overview

<u>Spanish Grade One</u>

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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

Students who begin study of a World Language at the elementary level will develop a basic foundation of the skills necessary to achieve further success in second language acquisition. Students are asked to demonstrate all four components of language: listening, speaking, reading, and writing in order to be able to communicate in an effective manner. The use of pictures, songs, acting, role plays, and cultural activities and projects help students internalize and communicate in the language. Each year builds upon the year before with expansion of the topics. A natural approach to second language acquisition is utilized at each level. First and second grade focus more on listening and comprehension, whereas third and fourth grade take it to the level of application in communication with others. Topics include but are not limited to greetings, family, calendar, classroom objects, numbers, colors, and places in the community.

Prerequisite(s):

None

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Standard 8: Technology Standards

8.1: 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.*	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

A. Technology Operations and Concepts
X B. Creativity and Innovation
X C. Communication and Collaboration
X D. Digital Citizenship
X E. Research and Information Fluency
X F. Critical thinking, problem solving, and decision making
	A. The Nature of Technology: Creativity and Innovation
	X B. Technology and Society
	    C. Design
	    D. Abilities for a Technological World
	    E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*		Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.		CRP2. CRP9. CRP10.	Apply appropriate academic and technical skills. Model integrity, ethical leadership, and effective management. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	**x**	CRP3. CRP6. CRP8. CRP11.	Attend to personal health and financial well-being. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.		CRP1. CRP9.	Act as a responsible and contributing citizen and employee. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	**x**	CRP4. CRP9. CRP12.	Communicate clearly and effectively and with reason. Model integrity, ethical leadership, and effective management. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.		CRP5. CRP7. CRP8. CRP9.	Consider the environmental, social, and economic impact of decisions. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership, and effective management.

Standard 9: 21ˢᵗ Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*	9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*	9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

A.   Income and Careers
B.   Money Management
C.   Credit and Debt Management
D.   Planning, Saving, and Investing
E.   Becoming a Critical Consumer
F.   Civic Financial Responsibility
G.   Insuring and Protecting
	x A. Career Awareness (K-4)
	      B. Career Exploration (5-8)
	      C. Career Preparation (9-12)
		A. Agriculture, Food & Natural Res.
		B. Architecture & Construction
		C. Arts, A/V Technology & Comm.
		D. Business Management & Admin.
		E. Education & Training
		F. Finance
		G. Government & Public Admin.
		H. Health Science
		I. Hospital & Tourism
		J. Human Services
		K. Information Technology
		L. Law, Public, Safety, Corrections & Security
		M. Manufacturing
		N. Marketing
		O. Science, Technology, Engineering & Math
		P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: *These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.*	Differentiated Resources: *These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.*
N/A	● Bilingual literature books received in a grant ● www.enchantedlearning.com ● www.teachersdiscovery.com ● McGraw-Hill Children's Publishing Teach them Spanish ● www.salsageorgiabroadcasting.com ● McGraw-Hill Children's English Spanish Picture Dictionary ● www.schooltube.com

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Subject/Grade Level: SPANISH/GRADE 1   **Course: Spanish Grade 1**

Unit	Duration	NJCCCS	Transfer Goal(s)	Enduring Understandings	Essential Questions
Greetings	8 weeks	7.1 NM.A.3 7.1.NM.B.3 7.1 NM.B.4 7.1 NM B.5	Students will be able to independently use their learning to: ● Apply their knowledge of basic Spanish greetings in order to address someone in the target language of Spanish.	Students will understand that: ● Greetings are a way of starting a conversation in any language. ● Knowing Spanish is important for many reasons not limited to but including the following: travel, meeting new friends, having a job, and many other reasons. ● Spanish is the second language most widely spoken in the United States.	● Why is learning how to greet others important in learning Spanish? ● Why do you think it is important to learn Spanish?
Numbers, Colors, Shapes	8 weeks	7.1 NM.B.5	Students will be able to independently use their learning to: ● Apply their knowledge of Spanish words that relate to colors, shapes and numbers to speak and construct basic sentences in the target language.	Students will understand that: ● Colors are used to describe objects. ● Colors make our world interesting. ● Colors help identify certain objects. ● All objects have shapes. ● Numbers are necessary for counting objects. ● Numbers are necessary for shopping, going to a restaurant, going to a toy store, etc. Numbers are necessary for anything that requires money.	● Why are colors important? ● Why is it important to be able to identify colors? ● Why is it important to know shapes? ● Why are numbers important? ● What would happen if numbers did not exist?

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					● Numbers are necessary for doing math.
Pets & Zoo Animals	10 weeks	7.1 NM. A.2 7.1 NM. A.4 7.1 NM. B.4 7.1 NM B.5	Students will be able to independently use their learning to: ● Apply their knowledge of basic Spanish words that relate to pet and zoo animals to speak and construct basic sentences in the target language of Spanish.	Students will understand that: ● Knowing animal names are important in conversation for everyone to have a common knowledge of what is being talked about at that moment. ● People have pets so animals can be a common part of a conversation. ● Knowing different ways of describing the animals allows you to communicate in Spanish by knowing words, phrases, and sentences.	● Why is knowing animal names in any language important? ● Why is being able to learn vocabulary to describe animals important?
Opposites	4 weeks	7.1 NM. A.2 7.1 NM. A.4 7.1 NM. B.4 7.1 NM. B.5	Students will be able to independently use their learning to: ● Add adjectives and adverbs to their sentences when speaking in basic Spanish.	Students will understand that: ● Opposites are important to learn because it allows you to know that not everything is the same. ● Opposite pairs allows for one to expand their vocabulary in communication because learning things in terms of relationship pairs allows one to remember and retain it more.	● Why are knowing opposites important? ● How can knowing opposites help you learn more Spanish?
Fruits	4 weeks	7.1 NM. A.2 7.1 NM. A.4 7.1 NM. B.4	Students will be able to independently use their learning to:	Students will understand that: ● Everyone eats food, therefore this is an	● Why is it important to be able to name food in Spanish?

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		7.1 NM. B.5	● Recognize objects in Spanish and use them appropriately in dialogue.	important part of a conversation in any language. ● Everyone is unique and therefore someone's likes and dislikes can either be similar or different. ● Fruits are part of a healthy diet.	● Why is it important to be able to describe likes and dislikes in Spanish?