

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Spanish	Grade Level(s): Kindergarten
Department: Humanities	Credits: N/A
BOE Adoption Date: 9/17/2020	Revision Date(s): 6/18/2020

Course Description

In today's global community, the study of a second language is an indispensable attribute of an educated person. The Pittsgrove Township School District provides a proficiency based curriculum beginning in Kindergarten. The curriculum encompasses interpersonal, interpretive and presentational communication modes while emphasizing the interrelationship between the language and its respective culture. In order to cover the proficiencies set forth by the ACFTL National Standards for Foreign Language Education, there are five areas of emphasis: Communication, Culture, Connections, Comparisons, and Communities. Students meet once a week for 40 minutes. These learning experiences enrich the students' cultural, social and global awareness. With extended study, practice and experience, students become active listeners, confident speakers, careful readers, skilled writers, and culturally sensitive citizens in a global community.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+ =LGBT and Disabilities Law

***=AAPI (Asian American and Pacific Islanders)**

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: SPANISH - KINDERGARTEN

Prerequisite(s): N/A

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Discovering the Spanish speaking world	10 days	<u>Interpretive</u> 7.1.NL.IPRET.1 7.1.NL.IPRET.2. 7.1.NL.IPRET.3. 7.1.NJ.IPRET.4 <u>Presentational</u> 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4	<u>Interpersonal</u> 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5 Students will learn some general conversation phrases including greetings, introducing themselves, asking how others are feeling and answering, as well as identifying some common symbols of the Spanish-speaking world. Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience.	-Students will define, recognize, and use vocabulary terms related to greetings and leave-taking -Students will define, recognize, and use vocabulary terms to ask others and say how they are feeling. -Students will define and recognize by gesture several cultural realia of the Spanish-speaking world. -Students will perform various commands: sit, stand, stop, go. -Students will name the celebration based on pictures and props.
Unit 2: Identifying colors and numbers, expressing likes and dislikes.	10 days	<u>Interpretive</u> 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3. 7.1.NL.PRET.4 <u>Presentational</u> 7.1.NL.PRSNT.1	<u>Interpersonal</u> 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5 Students will learn some general phrases to express what they like and do not like; including colors, numbers, review of greetings, introducing themselves, asking how others are feeling and answering, as well as identifying some more common symbols of the Spanish-speaking world.	-Students will define, recognize and use vocabulary related to colors. -Students define, recognize, and use vocabulary related to cardinal numbers 0-10. -Students will answer questions related to preferences: likes/dislikes.

		7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4		Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience.	-Students will talk about the likes and dislikes of the celebrations based on pictures and props; sing a related chant or song.
Unit 3: Naming body parts and saying how many.	10 days	<u>Interpretive</u> 7.1.NL.IPRET.1 7.1.NL.IPRET.2 7.1.NL.IPRET.3 7.1.NL.PRET.4 <u>Presentational</u> 7.1.NL.PRSNT.1 7.1.NL.PRSNT.2 7.1.NL.PRSNT.3 7.1.NL.PRSNT.4	<u>Interpersonal</u> 7.1.NL.IPERS.1 7.1.NL.IPERS.2 7.1.NL.IPERS.3 7.1.NL.IPERS.4 7.1.NL.IPERS.5	Students will learn some general phrases to express what they like and do not like; including colors, numbers, and reviewing greetings, introducing themselves, asking how others are feeling and answering, as well as identifying several common symbols in the Spanish-speaking world. Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience.	-Students will use memorized phrases to say what they have. -Students will recognize, say and name the words 11-20. -Students will show comprehension of verbs by demonstration. -Students will name parts of the face and body -Students will recall some celebrations: el Cumpleaños, el Cinco de Mayo

Instructional Unit Map

Course Title: SPANISH - KINDERGARTEN

Discovering the Spanish-speaking World

Start Date:

Day 1 through Day 10

Unit Title			Length of Unit:	10 weeks
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards: 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</p>	<p>Learning Goals</p>	<ul style="list-style-type: none"> • Students will learn some general conversation phrases including greetings, introducing themselves, asking how others are feeling and answering, as well as identifying some common symbols in the Spanish-speaking world. • Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience. 	

	<p>information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Secondary Standards:</p> <p>7.1.NL.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NL.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>		
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	Listening to culturally appropriate stories and talking about these in the context of language learned.			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Hold high expectations</p> <p>Modify and accommodate as listed in IEP or 504</p> <p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Allow for collaboration with other students</p> <p>Use visuals, gestures and manipulatives often.</p> <p>Create modified assessments</p> <p>Provide breaks to allow for refocusing as needed.</p>	<p>Hold high expectations</p> <p>Modify and accommodate as listed in IEP or 504</p> <p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Chunk tasks into smaller components</p> <p>Provide step by step instructions</p> <p>Model and use visuals as often as possible</p> <p>Create modified assessments</p>	<p>Hold high expectations</p> <p>Establish a consistent and daily routine.</p> <p>Develop a reward system to encourage good behavior and completion of work</p> <p>Make modifications to instruction based on I&RS plan.</p> <p>Vary the tiered activities by readiness level</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Contact parent/guardian through 3-2-1 system</p>	<p>Hold high expectations</p> <p>Encourage exposure to selection and use of appropriate and specialized resources</p> <p>Enable students to explore continually changing knowledge of one’s relationship with people, societal institutions, nature and culture.</p> <p>Provide opportunities for flexible grouping and open-ended activities.</p>

		Provide meaningful feedback and teachable moments.			
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)		
	Learning Stations (Centers) Task Cards Videos and Audiobooks Think-Pair-Share Student Grouping for Games Relate Spanish to personal interest and everyday examples		Participation in classroom activities: games, songs, asking and answering questions Dramatic Response: skit		
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Pasa/Pasen	Salta/Salten	¡Hola!	águila	guitarra
	Siéntate/Siéntense	Corre/Corran	Buenos días/Buenas tardes	aguacate	maracas
	Levántate/Levántense	Duerme/Duerman	Adiós	burro	piñata
	Toca/Toquen	Baila/Bailen	Simon Dice	culebra	sombrero
	Mira/Miren	Arriba/Abajo/Al lado	¿Cómo te llamas?/Me llamo	flamenco	toro
	Escucha/Escuchen	Silencio	¿Cómo estás? Estoy feliz, (súper) bien, así-así, (muy) mal, triste		
Integration of Technology SAMR	SMARTBoard Applications Chromebook and Ipad Applications				
Interdisciplinary Connections NJ Student Learning Standards	LA.K.RL.K.10 (progress indicator) - Activity engage in group reading activities with purpose and understanding LA.K.RF.K.3 (progress indicator) - Know and apply grade-level phonics and word analysis skills in decoding and encoding words. LA.K.SL.K.4 (progress indicator) - Describe familiar people, places, things and events and, with prompting and support, provide additional detail.				

	<p>LA.K.L.K.5.A - Sort common objects into categories (e.g. foods) to gain a sense of the concepts the categories represent.</p> <p>LA.K.L.5.C Identify real-life connections between words and their use (e.g. note items in the community that are Hispanic)</p> <p>K.CC.A.Know number names and the count sequence.</p> <p>K.CC.B. Count to tell the number of objects.</p> <p>SS.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>SS.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>T.8.1.2.A.CSI (Content Statement) Understand and use technology systems.</p> <p>T.8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes Skills</p>	
	<p>Global Awareness</p>	<p>LIFE AND CAREER SKILLS</p> <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration
<p>Resources/Materials</p>	<p>Teacher made resources</p> <p>Hispanic realia (objects and material of everyday life)</p> <p>Teach Them Spanish! Grade K workbook and its ancillaries</p> <p>Various Hispanic literature books: ¡Fiesta! ISBN-10: 0060882263 The Story of Ferdinand: ISBN-10:044845694X</p> <p>Google images for pictures</p> <p>Duolingo.com</p> <p>Rockalingua.com</p>	

Instructional Unit Map

Course Title: SPANISH - KINDERGARTEN

Unit Title	Identifying colors and numbers; expressing likes and dislikes		Start Date:	Day 11 - 21
			Length of Unit:	10 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 7.1.NL.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NL.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NL.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NL.IPERS.4 Give and follow simple oral and written	Learning Goals	<ul style="list-style-type: none"> Students will learn some general phrases to express what they like and do not like; including colors, numbers, and reviewing greetings, introducing themselves, asking how others are feeling and answering, as well as identifying several common symbols in the Spanish-speaking world. Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience. 	

	<p>directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NL.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. culturally authentic materials orally or in writing.</p> <p>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.</p> <p>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.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Secondary Standards:</p>		
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	<p>7.1.NL.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NL.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NL.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NL.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p>		
Essential Questions	<p>How do I communicate using everyday language in Spanish?</p> <p>How do I share and discover information about myself and others?</p> <p>How do I use the language to complete a task?</p> <p>How does understanding another person’s language and culture help me to get along better with them?</p>		
Assessments	Formative	Summative	Alternative

<p><i>How will we know they have gained the knowledge & skills?</i></p>	<p>Greetings and Leave Taking Participating in Songs Naming colors of items Turn and Talk Yes-No Cards Exit ticket</p>	<p>Benchmark as suggested from American Council on the Teaching of Foreign Languages</p>	<p>Creating a pattern Participating in a skit Completing a game Sequencing and Sorting Learning Activity Package</p>	
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Four Corner Inquiry Turn and Talk Yes-No Cards Picture Cards</p>			
<p>Instructional Strategies/Student Activities</p>	<p>Singing a cultural song for color identification and asking what others like and dislike Organizing pictures of Hispanic items and categorizing them by name and color Coloring pictures according to directions given Playing games using authentic language Listening to culturally appropriate stories and talking about these in the context of language learned.</p>			
<p>Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i></p>	<p>English Language Learners Special Education Learners Struggling Learners Advanced Learners</p>			
	<p>Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly and</p>	<p>Hold high expectations Modify and accommodate as listed in IEP or 504 Utilize effective amount of wait time Communicate directions clearly</p>	<p>Hold high expectations Establish a consistent and daily routine. Develop a reward system to encourage good behavior and completion of work Make modifications to instruction based on I&RS plan</p>	<p>Hold high expectations Encourage exposure to selection and use of appropriate and specialized resources Enable students to explore continually changing knowledge</p>

	<p>concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Allow for collaboration with other students</p> <p>Use visuals, gestures and manipulatives often.</p> <p>Create modified assessments</p> <p>Provide breaks to allow for refocusing as needed.</p>	<p>and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Chunk tasks into smaller components</p> <p>Provide step by step instructions</p> <p>Model and use visuals as often as possible</p> <p>Create modified assessments</p> <p>Provide meaningful feedback and teachable moments.</p>	<p>Vary the tiered activities by readiness level</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Contact parent/guardian through 3-2-1 system</p>	<p>of one's relationship with people, societal institutions, nature and culture..</p> <p>Provide opportunities for flexible grouping and open-ended activities.</p>
<p>Differentiated Instructional Methods:</p> <p><i>(Multiple means for students to access content and multiple modes for student to express understanding)</i></p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<p>Learning Stations (Centers)</p> <p>Task Cards</p> <p>Videos and Audiobooks</p> <p>Think-Pair-Share</p> <p>Student Grouping for Games</p> <p>Relate Spanish to personal interest and everyday examples</p>		<p>Participation in classroom activities:</p> <p> games, songs, asking and answering questions</p> <p>Survey and Chart</p> <p>Dramatic Response: role play</p>	
<p>Vocabulary</p> <p><i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>¿Cómo te llamas? Me llamo</p> <p>¿Cómo estás?</p> <p>Estoy feliz, (súper) bien, así-así</p>		<p>Baila/Bailen</p> <p>Duerme/Duerman</p> <p>Levántate/Levantense</p>	<p>Simon dice</p> <p>la cabeza</p> <p>los ojos, la nariz, la boca</p>

	(muy) mal, triste ¿De qué color es? Es amarillo, anaranjado, azul blanco, café, gris, morado, negro, rojo, rosado, verde ¿Qué es? ¿Qué son? Es.../Son...	Siéntate/Siéntense Pasa/Pasen Toca/Toquen Ve/Vayan a ¿Qué más? ¿Qué te gusta? Me gusta	los hombros, los brazos el estómago, las piernas los pies cero, uno, dos, tres, cuatro cinco, seis, siete, ocho, nueve, diez
Integration of Technology SAMR	SMARTBoard Applications Chromebook and Ipad Applications		
Interdisciplinary Connections NJ Student Learning Standards	<p>LA.K.RL.K.10 (Progress Indicator) Actively engage in group reading activities with purpose and understanding.</p> <p>LA.K.SL.K.4 (Progress Indicator) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LA.K.L.K. 5.A Sort common objects into categories (e.g. shapes) to gain a sense of the concepts the categories represent</p> <p>LA.K.L.K.5.C Identify real-life connections between words and their use (e.g. note places that are colorful)</p> <p>K.CC.A.Know number names and the count sequence.</p> <p>K.CC.B. Count to tell the number of objects.</p> <p>SS.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>SS.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>T.8.1.2.A.CSI (Content Statement) Understand and use technology systems</p> <p>T.8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</p>		
21st Century Themes/Skills P21 Framework	Themes		Skills
	Global Awareness		LIFE AND CAREER SKILLS <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility

		- Communication and Collaboration
Resources/Materials	Teacher Created Resources Hispanic realia (objects and material of everyday life) Teach Them Spanish! Kindergarten and its ancillaries Various Hispanic literature books: Green is a chile pepper: ISBN-10:97807606394314 One is a piñata: ISBN-13-9781452155845 Google images for pictures Duolingo.com Rockalingua.com	

Instructional Unit Map			
Course Title: SPANISH - KINDERGARTEN			
Unit Title	Naming body parts, how many, and what hurts		Start Date: Day 22-30 Length of Unit: 10 weeks
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards: 7.1.NL.IPERS.1 Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NL.IPERS.2 Share basic needs on very familiar topics using words,	Learning Goals	<ul style="list-style-type: none"> Students will learn some general phrases to express what they have and do not have and how many; including greetings, asking how others are feeling and answering, speaking to what hurts; as well as identifying many symbols in the Spanish-speaking world.

	<p>phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NL.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NL.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NL.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>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.</p> <p>7.1.NL.PRSNT.2: Express a</p>		<ul style="list-style-type: none"> ● Students will understand some similarities and differences in the Spanish language and the Spanish speaking world to their own language and experience.
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	<p>few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>Secondary Standards</p> <p>7.1.NL.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NL.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NL.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NL.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally</p>		
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	authentic materials.		
Essential Questions	<p>How do I communicate using everyday language in Spanish?</p> <p>How do I share and discover information about myself and others?</p> <p>How do I use the language to complete a task?</p> <p>How does understanding another person's language and culture help me to get along better with them?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative Summative Alternative		
	<p>Demonstrating in T.P.R. (Total Physical Response)</p> <p>Greetings and Leave Taking</p> <p>Participating in Songs</p> <p>Naming colors of items</p> <p>Turn and Talk</p> <p>One minute summary</p> <p>Completing an Exit ticket</p>	<p>Benchmark as suggested from American Council on the Teaching of Foreign Languages</p>	<p>Creating a body part replica with play-doh</p> <p>Participating in a skit</p> <p>Completing a game</p> <p>Puzzle Work</p> <p>Sequencing and Sorting</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Four Corner Inquiry</p> <p>Turn and Talk</p> <p>Yes-No Cards</p> <p>Picture Cards</p>		
Instructional Strategies/Student Activities	<p>Singing a cultural song for body part identification and asking/stating how many there are</p> <p>Organizing body part vocabulary from top to bottom; singular and plural</p> <p>Sorting pictures according to directions given</p> <p>Playing games using authentic language</p> <p>Listening to culturally appropriate stories and talking about these in the context of language learned.</p>		

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<p>Hold high expectations</p> <p>Modify and accommodate as listed in IEP or 504</p> <p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Allow for collaboration with other students</p> <p>Use visuals, gestures and manipulatives often.</p> <p>Create modified assessments</p> <p>Provide breaks to allow for refocusing as needed.</p>	<p>Hold high expectations</p> <p>Modify and accommodate as listed in IEP or 504</p> <p>Utilize effective amount of wait time</p> <p>Communicate directions clearly and concisely and repeat, reword, and modify as necessary</p> <p>Question in open-ended format</p> <p>Chunk tasks into smaller components</p> <p>Provide step by step instructions</p> <p>Model and use visuals as often as possible</p> <p>Create modified assessments</p> <p>Provide meaningful feedback and teachable moments.</p>	<p>Hold high expectations</p> <p>Establish a consistent and daily routine.</p> <p>Develop a reward system to encourage good behavior and completion of work</p> <p>Make modifications to instruction based on I&RS plan</p> <p>Vary the tiered activities by readiness level</p> <p>Provide breaks to allow for refocusing as needed.</p> <p>Contact parent/guardian through 3-2-1 system</p>	<p>Hold high expectations</p> <p>Encourage exposure to selection and use of appropriate and specialized resources</p> <p>Enable students to explore continually changing knowledge of one’s relationship with people, societal institutions, nature and culture..</p> <p>Provide opportunities for flexible grouping and open-ended activities.</p>

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)
	Learning Stations (Centers) Task Cards Videos and Audiobooks Think-Pair-Share Student Grouping for Games Relate Spanish to personal interest and everyday examples		Participation in classroom activities: games, songs, asking and answering questions Diagramming and drawing Dramatic Response: skit
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	¿Qué es? ¿Qué son? Es.../Son... el cuerpo, las manos ¿Cuántos? Baila/Bailen once, doce, trece, catorce quince, dieciséis, diecisiete dieciocho, diecinueve, veinte	¿Cómo te llamas? Me llamo ¿Cómo estás? Estoy feliz, (súper) bien así-así, (muy) mal, triste Simon dice Enséñame/Enseñenme Baila/Bailen Corre/Corran Duerme/Duerman Levántate/Levantense Pasa/Pasen Siéntate/Siéntense Toca/Toquen Ve/Vayan a	los ojos, la nariz la boca, los hombros los brazos, el estómago las piernas, los pies ¿Qué más? cero, uno, dos, tres, cuatro, cinco, seis, siete ocho, nueve, diez
Integration of Technology SAMR	SMARTBoard Applications Chromebook and Ipad Applications		

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>LA.K.RL.K.10 (Progress Indicator) Actively engage in group reading activities with purpose and understanding.</p> <p>LA.K.SL.K.4 (Progress Indicator) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LA.K.L.K. 5.A Sort common objects into categories (e.g. shapes) to gain a sense of the concepts the categories represent</p> <p>LA.K.L.K.5.C Identify real-life connections between words and their use (e.g. note how many body parts a monster has)</p> <p>K.CC.A.Know number names and the count sequence.</p> <p>K.CC.B. Count to tell the number of objects.</p> <p>SS.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p>SS.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>T.8.1.2.A.CSI (Content Statement) Understand and use technology systems</p> <p>T.8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="562 760 1220 833">Themes</th> <th data-bbox="1220 760 1925 833">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="562 833 1220 1024">Global Awareness</td> <td data-bbox="1220 833 1925 1024"> <p>LIFE AND CAREER SKILLS</p> <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration </td> </tr> </tbody> </table>		Themes	Skills	Global Awareness	<p>LIFE AND CAREER SKILLS</p> <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration
Themes	Skills					
Global Awareness	<p>LIFE AND CAREER SKILLS</p> <ul style="list-style-type: none"> - Social and Cross Cultural - Leadership and Responsibility - Communication and Collaboration 					
<p>Resources/Materials</p>	<p>Teacher Created Resources</p> <p>Hispanic realia (objects and material of everyday life)</p> <p>Teach Them Spanish! Grade Kindergarten and its ancillaries</p> <p>Various Hispanic literature books: Contando con Frida: ISBN-10:1495126560 Off we go to México: ISBN-10:1905236409</p> <p>Google Images for pictures</p> <p>CDs: Spanish Songs for Children Learning Spanish: ASIN: B07QN8P37P</p> <p>DVD: The Three Caballeros: ASIN: B00004R995 (YouTube)</p>					

