

**Quinton Township School District
Spanish
Kindergarten**

Pacing Chart/Curriculum MAP

Technology Careers Interdisciplinary Studies

Marking Period:	1	Unit Title:	Introduction, General Conversation, Numbers	Pacing:	9 days
------------------------	---	--------------------	--	----------------	--------

Unit Summary: Students will learn some general conversation skills including greetings, introducing themselves, as well as numbers.

Objectives:

- SW learn the daily language that will be used in the classroom so that they can understand and communicate effectively.
- SW learn to introduce themselves by saying, “Me llamo...” so that they could introduce themselves to someone that does not speak English.
- SW learn to respond with “Mucho gusto.” When meeting someone.
- SW learn to say “hola” and “adiós” so that they can speak to those who do not speak English well.
- SW learn to correlate Spanish numbers to number of items.
- SW learn to count to “diez”.
- SW learn to identify Spanish numbers with written numbers with Bingo cards.

- SW learn to count to “diez” by counting 10 items with a friend.
- SW learn to count to “diez” by counting 10 items with the teacher.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

MA.K.K.CC.A.3 - [Standard] - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

MA.K.K.CC.B.4a - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

MA.K.K.CC.B.4b - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

MA.K.K.CC.B.5 - [Standard] - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher’s Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Participation in greetings ● Participation in introductions ● Participation in leave taking ● Singing number song ● Counting items ● Playing Bingo game 	<p>Teacher Made Resources <u>Teach Them Spanish! Grade K</u></p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) p. 10-11 ● Bingo Cards ● Benchmark rubric ● Ipad apps ● counters 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Greetings and leave taking ● Introductions ● Participation in songs ● Student counting 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmarks.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Identifying numbers 1-10 ● Ability to participate in daily greeting

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
-------------------	-----	---------	---------------------

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---



Marking Period:	2	Unit Title:	Colors	Pacing:	5 days
------------------------	---	--------------------	--------	----------------	--------

Unit Summary: Students will learn to identify colors: rojo, morado, amarillo, rosado, blanco, verde, café, azul, anaranjado, negro

Objectives:

- SW learn colors “rojo, morado, amarillo, rosado, blanco, verde, café, azul, anaranjado, negro”.
- SW learn to sing song with these colors.
- SW learn to categorize items by color.
- SW learn to identify an item by color.
- SW learn to take out specific color crayons according to the directions so they may use them to color their sombreros.
- SW learn to ask a neighbor what color they used to color a “sombrero”, asking, “¿Qué color es?” and respond with the correct color when asked.

- SW learn to identify colors of “zapatos”.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?
- How do I follow directions in Spanish to accomplish a task?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 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.

- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

LA.K.RL.K.10 - [Progress Indicator] - Actively engage in group reading activities with purpose and understanding.

LA.K.SL.K.4 - [Progress Indicator] - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LA.K.L.K.5.A - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

LA.K.L.K.5.C - Identify real-life connections between words and their use (e.g., note places at school that are colorful).

LA.K.SL.K.4 - [Progress Indicator] - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Participation in singing color song. ● Categorizing and organizing items by color ● Coloring sombrero according to the directions ● Student discussion of colors used on sombreros/zapatos. 	<p>Teacher Made Resources <u>Teach Them Spanish! Grade K</u></p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) ● Sombrero coloring sheet ● crayons ● colored objects 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in songs ● Student coloring ● Student discussions ● Oral responses 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmarks.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Identifying Spanish colors by singing a song

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
-------------------	-----	---------	---------------------

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--

Marking Period:	2	Unit Title:	Dia de los Tres Reyes	Pacing:	3 days
------------------------	---	--------------------	-----------------------	----------------	--------

Unit Summary: Students will learn about los Tres Reyes Magos.

Objectives:

- SW learn about los Tres Reyes Magos and the celebration that goes along with it.
- SW take home letter to parents and bring in shoe for the following week.
- SW learn to prepare their “zapatos” for Dia de los Tres Reyes”.
- SW learn why shoes are filled with grass.
- SW learn what will happen el Dia de los Tres Reyes
- SW learn to participate in celebration of “Los Tres Reyes”.

- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Write letters to los Tres Reyes. ● Bring in and prepare “zapatos” for Dia de los Tres Reyes ● Celebrate Dia de los Tres Reyes by creating a crown. 	<p>Teacher Made Resources</p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Crown template ● Parent letter to send in shoes ● coloring sheets ● grass ● gifts 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Student participation ● Shoes (“zapatos”) ● Teacher observation ● Oral reponse 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Dia de los Tres Reyes celebration</i></p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to participate in Dia de los Tres Reyes

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---



Marking Period:	3	Unit Title:	Clothing (La ropa)	Pacing:	4 days
------------------------	---	--------------------	--------------------	----------------	--------

Unit Summary: Students will learn to identify clothing items in Spanish (camisa, pantalones, gorro, zapatos, vestido, calcetines)

Objectives:

- SW learn to identify the clothing items, “camisa, pantalones, gorro, zapatos, vestido, calcetines”
- SW learn to copy the written Spanish words next to each picture.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

LA.K.RF.K.1.A - Follow words from left to right, top to bottom, and page by page.

LA.K.RF.K.1.B - Recognize that spoken words are represented in written language by specific sequences of letters.

LA.K.RF.K.1.C - Understand that words are separated by spaces in print.

TECH.8.1.2.A.CSI - [Content Statement] - Understand and use technology systems.

Overview of Activities

Teacher's Guide/ Resources

Core Instructional

Technology Infusion

		Materials	
<ul style="list-style-type: none"> ● Participation in canasta magica ● Participation in Four Corners game ● Participation in TPR (Total Physical Response) game ● Writing words in Spanish 	Teacher Made Resources <u>Teach Them Spanish! Grade K</u>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) ● Canasta Magica ● Clothing items ● Teacher made Benchmark 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in games ● Participation in TPR 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Benchmark: See the office for benchmark.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to accurately copy Spanish words

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--

Marking Period:	3	Unit Title:	Classroom Items	Pacing:	3 days
------------------------	---	--------------------	-----------------	----------------	--------

Unit Summary: Students will learn to identify items in the classroom (silla, libro, mesa, lápiz, tijeras, borrador) so they are able to talk about things in the classroom.

Objectives:

- SW learn classroom items, “silla, libro, mesa, lápiz, tijeras, borrador” with TPR so that they are able to talk about things in the classroom.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?
- How does my culture compare to that of the target culture?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

LA.K.RF.K.1.A - Follow words from left to right, top to bottom, and page by page.

LA.K.RF.K.1.B - Recognize that spoken words are represented in written language by specific sequences of letters.

TECH.8.1.2.A.CSI - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-------------------------------	-----------------------------------	-------------------------------------	----------------------------

<ul style="list-style-type: none"> ● Participation in canasta magica ● Participation in Mata Moscas game ● Participation in singing song about classroom items ● Participation in blindfolded game pulling an object out of La canasta magica ● TPR game 	<p>Teacher Made Resources <u>Teach Them Spanish! Grade K</u></p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) ● Canasta Magica ● Classroom items ● Fly Swatter 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads
---	---	--	---

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in games ● Participation in songs ● Oral response 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Teacher observation through TPR.</p> <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to demonstrate meaning of word through TPR.

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--

Marking Period:	4	Unit Title:	Familia	Pacing:	4 days
------------------------	---	--------------------	---------	----------------	--------

Unit Summary: Students will learn to identify the members of the family in Spanish (madre, padre, abuelo, abuela, chico, chica).

Objectives:

- SW learn to listen to and understand a description of my family in Spanish, while looking at a picture.
- SW learn, “padre, madre, abuelo, abuela, chico, chica”.
- SW learn to play a game of “Four Corners” with these family members.
- SW learn to draw a picture of a family member and label it accordingly.
- SW learn to stand based on whether they are a “chico” or “chica”.
- SW learn to sing a song about the family.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I describe everyday people objects and concepts in Spanish?
- How does my culture compare to that of the target culture?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

LA.K.W.K.2 - [Progress Indicator] - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Participation in listening about the teacher's family ● Participation in Four Corners game ● Draw and label family members ● Participation in Family song ● Participation in board game 	<p>Teacher Made Resources <u>Teach Them Spanish! Grade K</u></p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) p. 31 ● Family picture ● Family board game ● Pictures of family members 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Participation in games (Four Corners, board game) ● Labeled picture 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Teach Them Spanish (TTS) p. 31, drawing and labeling members of the family.</p> <p>Suggested skills to be assessed:</p>

- **TPR**
- **Participation in song**

- Ability to identify family members
- Ability to draw and label family members

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. ● Create modified assessments. ● Provide individualized assistance as necessary. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Utilize manipulatives as necessary. ● Utilize auditory reminders as deemed necessary. ● Provide breaks to allow for refocusing as necessary. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Hold high expectations ● Learn/Utilize/Display some words in the students' native language ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine 	<ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--

Marking Period:	4	Unit Title:	Comida	Pacing:	4 days
------------------------	---	--------------------	--------	----------------	--------

Unit Summary: SW learn, “queso, leche, papa, jugo, pan, pollo, ensalada” so that they could tell someone what they want to eat or drink.

Objectives:

- SW learn and see some pictures of some of the foods that people typically eat in Latin American countries.
- SW learn, “queso, leche, papa, jugo, pan, pollo, ensalada” so that they could tell someone what they want to eat.
- SW design a plate and paste onto it food items they have learned.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).

- 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.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 information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

***TECH.8.1.2.A.CS1** - [Content Statement] - Understand and use technology systems.*

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<ul style="list-style-type: none"> ● Examine foods typically eaten in Latin American countries ● Canasta Magica ● Creating a plate of food ● Oral and written response to food choices 	<p>Teacher Made Resources <u>Teach Them Spanish! Grade K</u></p>	<ul style="list-style-type: none"> ● Teacher made materials. ● Teach Them Spanish (TTS) p. 35, 36 	<ul style="list-style-type: none"> ● Smart Board Applications ● Ipads

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Oral response ● TPR ● plate project 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Teach Them Spanish (TTS) p. 36 <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> ● Ability to identify Spanish foods

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
--------------------------	------------	----------------	----------------------------

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--

Marking Period:	4	Unit Title:	Weather	Pacing:	3 days
------------------------	---	--------------------	---------	----------------	--------

Unit Summary: SW learn the types of weather in Spanish.

Objectives:

- SW learn, “hace frío, hace calor, hace buen tiempo, hace mal tiempo, hace sol, llueve, hace viento ” so that they could talk about the weather.
- SW learn to effectively use Smartboard and/or Ipad applications to demonstrate learning.

Essential Questions:

- How do I communicate using everyday language in Spanish?
- How do I share and discover information about myself and others in Spanish?

Common Core State Standards/Learning Targets:

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

- 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.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.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

TECH.8.1.2.A.CS1 - [Content Statement] - Understand and use technology systems.

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
• Demonstrate types of weather	Teacher Made Resources	• Teacher made	• Smart Board

<ul style="list-style-type: none"> with TPR. Choose pictures that match given types of weather. Read story about wind. 		materials.	<ul style="list-style-type: none"> Applications Ipads
---	--	-------------------	---

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> Oral response TPR Worksheets 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> TPR Assessment <p>Suggested skills to be assessed:</p> <ul style="list-style-type: none"> Ability to identify the types of weather

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
--------------------------	------------	----------------	----------------------------

<ul style="list-style-type: none"> • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.. • Create modified assessments. • Provide individualized assistance as necessary. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Hold high expectations • Learn/Utilize/Display some words in the students' native language • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	--	---

--	--	--	--