



BURCH CHARTER SCHOOL OF EXCELLENCE

World Languages (Spanish) Curriculum Guide – Kindergarten

2020-2021

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards at all grade levels;
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; ● In ensuring that the district has a well-trained, highly qualified and competent staff; ● In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1: Greetings: Los saludos	6-8 days
2: Numbers: Los numeros	6-8 days
3: Family: La familia	6-8 days
4: Colors: Los colores	6-8 days
5: School/Classroom: La escuela	6-8 days
Total Days	30-40 days

Educational Technology

Indicators: 8.1.2.A.4

- Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). (Units 1, 2, 3, 4, 5)

21st Century Life and Careers Skills

Indicators: 9.2.4.A.2, 9.2.4.A.4

- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. (Units 1, 2, 5)
- Identify various life roles and civic and work-related activities in the school, home, and community. (Units 3, 4)

Career Ready Practices

Indicators: CRP4

- Communicate clearly and effectively and with reason. (Units 1, 2, 3, 4, 5)

Grade: Kindergarten	Content: World Language (Spanish)	
Unit 1: Greetings		Time Frame: 6-8 days
<p>New Jersey Student Learning Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● How do individuals greet one another in conversation when speaking Spanish? ● How do individuals begin and end a conversation when speaking Spanish? ● How can one greet and leave people in a polite way? ● How can one introduce themselves? 		<ul style="list-style-type: none"> ● Language reflects the essence and perspective of a people and their culture. ● There are ways to greet people of different cultures. ● There are ways to begin and end a conversation when speaking a language.

Skills		Student Learning Objectives
Students will be able to: <ul style="list-style-type: none"> Utilize vocabulary to greet others in Spanish. Start and end a conversation in Spanish. 		Students will know how to: <ul style="list-style-type: none"> Use appropriate greetings in Spanish. Incorporate appropriate words when beginning and ending a conversation in Spanish.
Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> Hola Adiós Por favor Gracias 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> http://spanish4teachers.org/elementaryspanishresources/ Hola a todos: A Spanish Greeting Song - Calico Spanish Songs for Kids https://www.youtube.com/watch?v=tOj4hEk2CtU 	<p>Formative Assessment</p> <ul style="list-style-type: none"> Journals Projects Portfolio Observation Role Playing/Dramatization Journals Presentations Student Conferencing Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> For Special Education students refer to accommodations and modifications indicated in IEP. For 504 students refer to accommodations indicated in 504 plan. ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	1.4.2.B.3 <input type="checkbox"/> Sing the song A Spanish Greeting Song - Calico Spanish Songs for Kids. https://www.youtube.com/watch?v=tOj4 hEk2CtU
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (crosscurricular). ● Using supplementary materials in addition to the normal range of resources. 	
Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> ● <input type="checkbox"/> Use manipulatives, visuals, props, and games ● Create climate of acceptance/respect that supports acculturation <input type="checkbox"/> Provide pictorial representation of target word vocabulary. ● <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Use cooperative learning groups <input type="checkbox"/> Model activities for students <input type="checkbox"/> Use hands-on activities <input type="checkbox"/> Use bilingual students as peer helpers Adjust rate of speech to enhance comprehension <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". 	<ul style="list-style-type: none"> ● <input type="checkbox"/> <input type="checkbox"/> Simplify language/not content ● Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? <input type="checkbox"/> Show pictures or words to choose from in response to a question ● <input type="checkbox"/> Pictorial Retell <input type="checkbox"/> Use bilingual picture dictionary and have students create personal illustrated dictionaries. <input type="checkbox"/> Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students' prior knowledge ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

<input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Use a student buddy, if possible someone with the same language.		
Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. ● 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. ● 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. Students should have a list of target words for each unit of study. ●

Differentiated Instruction	
Special Education	504
<p>Graphic Organizers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide pictorial representation of target word vocabulary. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: World Language (Spanish)		
Unit 2: Numbers		Time Frame: 6-8 days	
<p>New Jersey Student Learning Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> ● Why are numbers important? ● How do we use numbers every day? ● How do I count in sequence? 		<ul style="list-style-type: none"> ● Numbers are used in various situations on a daily basis. ● When you count, there is a sequence. 	
Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify numbers one to ten in Spanish. ● State their age in Spanish. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of numbers in Spanish orally and in writing. ● Demonstrate knowledge of counting by counting from one to ten in sequence in Spanish orally and in writing. 	

Vocabulary	Resources	Assessment/Project
<ul style="list-style-type: none"> • uno • dos • tres • cuatro • cinco • seis • siete • ocho • nueve • diez • • 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> • https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> • http://spanish4teachers.org/elementaryspanishresources/ Counting Song • https://www.youtube.com/watch?v=8ydJr1Is8xl • 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Journals • Projects • Portfolio • Observation • Role Playing/Dramatization • Journals • Presentations • Student Conferencing • Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> • End of unit assessments • Students draw and color their favorite number (or their birthdate). • Lickety Split – students add two numbers to make 10. Students select one color per pair and color to identify their selection. <p>Alternative Assessment</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	K.CC.A.3
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Count from 1 to 10 in English and Spanish.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ Use cooperative learning groups • □ Require physical response to check comprehension □ Model activities for students □ Use hands-on activities □ Use bilingual students as peer helpers □ Adjust rate of speech to enhance comprehension □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? □ Show pictures or words to choose from in response to a question Pictorial Retell • □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: World Language (Spanish)
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Unit 3: Family	Time Frame: 6-8 days
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New Jersey Student Learning Standards:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What words can be used to describe family? • How do I introduce my family? 	<ul style="list-style-type: none"> • Specific vocabulary describes different members of the family. • Different cultures introduce people in different ways.

Skills	Student Learning Objectives
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize family words. • Utilize family words in introductions. 	<p>Students will know how to:</p> <ul style="list-style-type: none"> • Utilize appropriate greetings in Spanish. • Demonstrate knowledge of family words when describing family.

Vocabulary	Resources	Assessment/Project
<p>mamá papá</p> <ul style="list-style-type: none"> ● hermano ● hermana ● abuelo ● abuela ● ● ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login <p>Additional Resources:</p> <ul style="list-style-type: none"> ● http://spanish4teachers.org/elementaryspanishresources/ <p>Hola a todos: A Spanish Greeting Song - Calico</p> <ul style="list-style-type: none"> ● Spanish Songs for Kids ● https://www.youtube.com/watch?v=tOj4hEk2CtU <p>Family Worksheet</p> <ul style="list-style-type: none"> ● https://www.education.com/worksheet/article/family-in-spanish/?source=related_materials&order=4 ● 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	RF.K.1.B
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Students can draw and label their family members.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ Use cooperative learning groups • □ □ Require physical response to check comprehension □ Model activities for students □ Use hands-on activities □ Use bilingual students as peer helpers □ Adjust rate of speech to enhance comprehension □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content □ Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? • □ Show pictures or words to choose from in response to a question □ Pictorial Retell □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” 	<ul style="list-style-type: none"> ● As student to tell “Why do you think...?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
	<ul style="list-style-type: none"> ● Give the student a list of target words for each unit of study. 	

Differentiated Instruction	
Special Education	504
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders <input type="checkbox"/> 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Kindergarten	Content: World Language (Spanish)		
Unit 4: Colors		Time Frame: 6-8 days	
<p>New Jersey State Learning Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> ● How can I describe objects using colors? 		<ul style="list-style-type: none"> ● Knowing colors will enhance my descriptions of many different things and ideas. 	
Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Name specific colors. ● State their favorite color. ● Match colors to spoken word. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Demonstrate their knowledge of colors orally and in writing. ● Incorporate colors into phrases. 	

Vocabulary	Resources	Assessment/Project
<p>rojo</p> <ul style="list-style-type: none"> ● amarillo ● azul ● anaranjado ● verde ● morado ● café ● blanco ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ ● Color Worksheet ● https://www.spanishplayground.net/wpcontent/uploads/2015/01/los-colores-colorpictures-sp.pdf ● 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	RF.K.1.B
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Students can draw and color a picture while labeling the colors in Spanish.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ Use cooperative learning groups • □ Require physical response to check comprehension □ Model activities for students □ Use hands-on activities □ Use bilingual students as peer helpers □ Adjust rate of speech to enhance comprehension □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? □ Show pictures or words to choose from in response to a question Pictorial Retell • □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Bridging	Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
Differentiated Instruction		
Special Education	504	
<p>Provide pictorial representation of target word vocabulary.</p> <ul style="list-style-type: none"> □ □ □ □ Extra time for assigned tasks □ □ Provide a warning for transitions Buddy students with peers Provide immediate feedback Visual and verbal reminders 	<ul style="list-style-type: none"> • Repeat, clarify, and restate target word vocabulary. • Preferential seating • Word banks • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Kindergarten	Content: World Language Spanish		
Unit 5: School/Classroom		Time Frame: 6-8 days	
<p>New Jersey Student Learning Standards:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>			
Essential Questions		Enduring Understandings	
<ul style="list-style-type: none"> ● How do school systems differ in other countries? ● What words can we use to help describe our school day? 		<ul style="list-style-type: none"> ● School systems in other countries have similarities and differences to ours. ● There are many words that can help us give details about our school day. 	
Skills		Student Learning Objectives	
<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Utilize vocabulary when discussing the classroom. ● Identify what others are referring to when listening to phrases about the classroom. 		<p>Students will know how to:</p> <ul style="list-style-type: none"> ● Describe their classroom. ● Recognize classroom words. 	

Vocabulary	Resources	Assessment/Project
<p>maestro/a</p> <ul style="list-style-type: none"> ● crayones ● libros ● juegos ● recreo ● amigos ● 	<p>Middlebury Interactive:</p> <ul style="list-style-type: none"> ● https://app.middleburyinteractive.com/login Additional Resources: ● http://spanish4teachers.org/elementaryspanishresources/ 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Journals ● Projects ● Portfolio ● Observation ● Role Playing/Dramatization ● Journals ● Presentations ● Student Conferencing ● Vocabulary Quizzes <p>Summative Assessment</p> <ul style="list-style-type: none"> ● End of unit assessments <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, & Talented	RF.K.1.B
<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Extra time for assigned tasks ● Adjust length of assignment ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Visual and verbal reminders ● Graphic organizers 	<ul style="list-style-type: none"> ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular). ● Using supplementary materials in addition to the normal range of resources. 	<ul style="list-style-type: none"> ● Students can draw and color a picture of their classroom and label as many items as they can.

Differentiated Instruction		
ELL		
Level 1-Entering	Level 2-Beginning	Level 3-Developing
<ul style="list-style-type: none"> • □ Use manipulatives, visuals, props, and games Create climate of acceptance/respect that supports acculturation □ Provide pictorial representation of target word vocabulary. • □ Use cooperative learning groups • □ Require physical response to check comprehension □ Model activities for students □ Use hands-on activities □ Use bilingual students as peer helpers □ Adjust rate of speech to enhance comprehension □ Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and pointing. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • □ □ Simplify language/not content Lessons designed to motivate students to talk Ask students questions that require one/two word responses: who, what, which one, how many? □ Show pictures or words to choose from in response to a question Pictorial Retell • □ Use bilingual picture dictionary and have students create personal illustrated dictionaries. □ Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> ● List and review instructions step by step Build on students’ prior knowledge Ask questions with 1-3 word answers. ● Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4-Expanding	Level 5-Bridging	Level 6-Reaching
<ul style="list-style-type: none"> ● Have students brainstorm, list, web, use graphic organizers ● Ask questions soliciting opinions, judgment, explanation (more why and how questions) ● Introduce figurative language ● Ask student to tell about, describe, explain. 	<ul style="list-style-type: none"> ● Demonstrate how to verify answers (oral and written) ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.

Differentiated Instruction

Special Education

504

Provide pictorial representation of target word vocabulary.

- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
-

- Repeat, clarify, and restate target word vocabulary.
- Preferential seating
- Word banks
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers