

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 1	Pacing: 10 weeks
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Unit Title: Hola Escuela!

OVERVIEW OF UNIT:

Students are exposed to the sound and rhythm of the Spanish language, developing an awareness of the concept of language as a means of communication. The primary focus of Kindergarten is to begin building a basic word bank, which will then be reinforced and grown in the following years of the program. The first unit teaches children to greet one another and introduce themselves in Spanish, and learn some basic words to describe themselves and other things.

Big Ideas

- I can get along better with more people when I understand their language and culture.
- Greetings, introductions, and courtesy expressions allow us to show good manners.
- Physical actions and gestures can be used to communicate.
- Some words in English and Spanish are the same or almost the same.

Essential Questions

- Can I communicate in another language?
- How can I use gestures to show meaning?
- How can I make new friends using Spanish?
- How are Spanish and English similar?

Objectives

- Students will be able to communicate in another language using basic vocabulary.
- Students will be able to connect gestures to meanings.
- Students will be able to communicate with new friends using Spanish.
- Students will be able to identify ways in which Spanish and English are similar.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary
• Si • No • Me llamo • Soy • Hola • Buenos dias • Adios • Escuela

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

Technology Infusion	
Teacher Technology: ● Chromebook ● Google Classroom ● Promethean Board	
Student Technology: ● Google Classroom ● Chromebooks ● Internet Sources ● Google Apps for Education	
Activities: ● Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish-speaking countries.	
Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will create drawings and dictate what they have shown to describe school.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

21st Century Life Skills Standards

Activities:

- Students will use pictures and words to explain how Spanish and English are similar.

Standard	Student Learning Objectives
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Careers

Activities:

- Students will use pictures and words to explain how Spanish and English are similar.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/

- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 2	Pacing: 10 weeks
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Unit Title: Mi Familia y Yo

OVERVIEW OF UNIT:

This unit provides students with an opportunity to describe themselves and their families in simple terms. They will share personal information with their classmates while recognizing and responding to new vocabulary words and expressions.

Big Ideas

- Families consist of people who are related to each other.
- All families are not the same.
- All children make valuable contributions to their families and schools in different ways.

Essential Questions

- Who is in my family?
- Why are there so many different types of families?
- Why do families celebrate?

Objectives

- Students will be able to describe who is in their family.
- Students will be able to identify why there are so many different types of families.
- Students will be able to explain how families hold celebrations.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *el padre* — father
- *el papá* — dad
- *la madre* — mother

- *la mamá* — mom
- *el hermano* — brother
- *la hermana* — sister
- *el hijo* — son
- *la hija* — daughter
- *el abuelo* — grandfather
- *la abuela* — grandmother
- *el tío* — uncle
- *la tía* — aunt

Resources & Materials

- “Hola” textbook
- “Viva el Español” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish-speaking countries.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will illustrate ways in which families hold celebrations in different cultures.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

21st Century Life Skills Standards
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Activities:

- Students will illustrate ways in which families hold celebrations in different cultures.

Standard	Student Learning Objectives
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Careers

Activities:

- Students will illustrate ways in which families hold celebrations in different cultures.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
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.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.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.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 3	Pacing: 10 weeks
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Unit Title: Mi Comunidad

OVERVIEW OF UNIT:

In this unit, we will expand beyond the self and family and learn more about our community and school. We will focus on animals from our area and their attributes (color and size), and count them.

Big Ideas

- A community is the region in which people, plants, or animals live and interact under similar environmental conditions.
- Animals are an important part of our community.
- Our school is an important part of our community.

Essential Questions

- What makes up a community?
- Are animals important?
- What animals do I like?

Objectives

- Students will identify what features make up a community.
- Students will be able to identify why animals are important.
- Students will be able to describe what animals they like.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *el gato* — cat
- *el perro* — dog
- *el conejo* — rabbit

- *el pollo* — chicken
- *la gallina* — hen
- *el gallo* — rooster
- *la vaca* — cow
- *el toro* — bull
- *la oveja* — sheep
- *el caballo* — horse
- *el cerdo* — pig
- *la cabra* — goat
- *el burro* — donkey
- *el ratón* — mouse

Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Scholastic News Magazine & Online Sources
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish-speaking countries.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will create diagrams to show various communities and their features.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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Standard	Standard Description
NJSLS-ELA W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

21st Century Life Skills Standards

Activities:

- Students will create diagrams to show various communities and their features.

Standard	Student Learning Objectives
9.4.2.CI.2	Demonstrate originality and inventiveness in work

Careers

Activities:

- Students will create diagrams to show various communities and their features.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
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7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

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.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

Differentiation	
Students with 504 plans	
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Special Education	
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English Language Learners (ELL)	
• Provide text-to-speech	

- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 4	Pacing: 10 weeks
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Unit Title: El Mundo Grande

OVERVIEW OF UNIT:

Going beyond the students' local community, in this final unit of the year, they will be exposed to the rich geography of the Spanish-speaking world, learning not just the names of some of those countries, but also a glimpse into some cultures of the people who live there. Traditional children's games from different countries will be learned and played.

Big Ideas

- Languages are ways to communicate.
- Around the world, people speak many languages.
- People speak Spanish in many parts of the world and their cultures can be different/similar to our own.

Essential Questions

- What is different about Hispanic culture and my own?
- Where do people speak Spanish?
- How do people have fun in other countries?

Objectives

- Students will be able to describe the differences between the Hispanic culture and their own culture.
- Students will be able to identify locations where people speak Spanish.
- Students will be able to explain ways in which people have fun in other countries.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- *la navidad* — christmas

- *el año nuevo*— new year
- *la pascua* — easter
- *el día de san valentín* — valentine’s day
- *el día de la madre* — mother’s day
- *el día del padre* — father’s day
- *el día de la independencia* — independence day
- *el día de acción de gracias* — thanksgiving
- *el cumpleaños* — birthday
- *la fiesta* — the party
- *la boda* — the wedding

Resources & Materials

- “Hola” textbook
- “Viva el Espanol” – systems A,B
- “Hola” workbooks
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
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- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish-speaking countries.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will illustrate various ways in which people from other cultures have fun.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
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Standard	Standard Description
NJSLS-ELA W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

21st Century Life Skills Standards

Activities:

- Students will create illustrations of various ways people have fun in other cultures.

Standard	Student Learning Objectives
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Careers

Activities:

- Students will create illustrations of various ways people have fun in other cultures.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards

Standard #	Standard Description
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.

Differentiation	
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English Language Learners (ELL)	
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	
Enrichment	
• Process should be modified: higher order thinking skills, open-ended thinking, discovery	

- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 5	Pacing: Integrated Throughout
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Unit Title: El Calendario (The Calendar)

OVERVIEW OF UNIT:

Using a calendar every day enables students to learn about days, weeks, months, and seasons. It helps them to count in the target language. Also, it encourages discussions about the weather and climate. The calendar is also a good jumping-off point to introduce holidays in Spanish-speaking and English-speaking countries and a fun way to celebrate birthdays of classmates and family members.

Big Ideas

- Calendars are important tools that we use to keep track of dates and events.
- Calendars are not the same in all languages.
- There are many Spanish-English cognates in the vocabulary of calendars.
- Seasons are different in various parts of the world.
- Different cultures have different and similar holidays.

Essential Questions

- Are calendars the same in all languages?
- What time of year is it?
- What's the weather like today/this time of year?

Objectives

- Students will be able to explain the similarities and differences in calendars for various languages.
- Students will be able to identify the time of year using Spanish vocabulary.
- Students will be able to describe the daily and seasonal weather.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary
Days of the Week • <i>Domingo</i> — Sunday • <i>Lunes</i> — Monday • <i>Martes</i> — Tuesday • <i>Miércoles</i> — Wednesday • <i>Jueves</i> — Thursday • <i>Viernes</i> — Friday • <i>Sabado</i> — Saturday Months of the Year • <i>Enero</i> — January • <i>Febrero</i> — February • <i>Marzo</i> — March • <i>Abril</i> — April • <i>Mayo</i> — May • <i>Junio</i> — June • <i>Julio</i> — July • <i>Agosto</i> — August • <i>Septiembre</i> — September • <i>Octubre</i> — October • <i>Noviembre</i> — November • <i>Diciembre</i> — December Seasons • <i>el invierno</i> — winter • <i>la primavera</i> — spring • <i>el verano</i> — summer • <i>el otoño</i> — fall

Resources & Materials
• “Hola” textbook • “Viva el Espanol” – systems A,B • “Hola” workbooks • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Scholastic News Magazine & Online Sources • Promethean Board • Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:

- Google and various Internet resources will be used to show pictures and videos of the different cultures and communities in Spanish-speaking countries.

Standard	Standard Description
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

Interdisciplinary Integration

Activities:

- Students will use calendars to track the weather over the course of a month.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

21st Century Life Skills Standards

Activities:

- Students will use calendars to track the weather over the course of a month.

Standard	Student Learning Objectives
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

Careers	
Activities: Students will use calendars to track the weather over the course of a month.	
Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Standards	
Standard #	Standard Description
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.

Differentiation
Students with 504 plans - Preferential seating - Guided notes - Extra time - Teacher check-ins - Use graphic organizers - Redirect attention - Prioritize tasks - Small group testing - Provide modifications & accommodations per individual student's 504 plan
Special Education - Provide modifications & accommodations as listed in the student's IEP - Position the student near a helping peer or have quick access to the teacher - Modify or reduce assignments/tasks - Reduce the length of the assignment for different modes of delivery - Increase one-to-one time - Prioritize tasks

- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources