

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 1	Pacing: 10 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● 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

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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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

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 Education 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
W.K.2	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.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/

<ul style="list-style-type: none">• NJDOE resources - http://www.state.nj.us/education/specialed/			tion/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

This unit provides students 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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Who is in my family? ● Why are there so many different types of families? ● Why do families celebrate?

Objectives
<ul style="list-style-type: none"> ● 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 who families hold celebrations.

Assessment		
<table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> Formative Assessment: <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences </td> <td style="width: 50%; vertical-align: top;"> Benchmark: <ul style="list-style-type: none"> ● Unit Pre-Test </td> </tr> </table>	Formative Assessment: <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences 	Benchmark: <ul style="list-style-type: none"> ● Unit Pre-Test
Formative Assessment: <ul style="list-style-type: none"> ● observation ● self-reflections ● teacher-student conferences 	Benchmark: <ul style="list-style-type: none"> ● Unit Pre-Test 	

Summative Assessment:

- online quizzes & tests
- projects

Alternative:

- performance tasks
- projects

Key Vocabulary

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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
- SMARTBoard
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

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

Activities:	
<ul style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> Students will illustrate ways in which families hold celebrations in different cultures. 	
Resources:	
<ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html STEM Works - http://stem-works.com/activities <u>What Every Educator Should Know About Using Google</u> 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
W.K.2	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.

21 st Century Life Skills Standards	
Activities:	
<ul style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> Students will illustrate ways in which families hold celebrations in different cultures. 	
CRP #	Practice
6	Demonstrate creativity and innovation.

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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student's IEP 	<ul style="list-style-type: none"> Provide text-to-speech Use of translation dictionary or software Provide graphic organizers 	<ul style="list-style-type: none"> Tiered interventions following RTI framework Effective RTI strategies for teachers - http://www.specialeducatio 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills, open-ended thinking, discovery

<ul style="list-style-type: none"> ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● 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 	<p>nguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 3	Pacing: 10 weeks
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 counting them.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> • A community is the region in which people, plants, or animals live and interact under similar environmental conditions. • Animals are important part of our community. • Our school is an important part of our community. 	<ul style="list-style-type: none"> • What makes up a community? • Are animals important? • What animals do I like?

Objectives
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • observation • self-reflections 	Benchmark: <ul style="list-style-type: none"> • Unit Pre-Test

- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Alternative:

- performance tasks
- projects

Key Vocabulary

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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
- SMARTBoard
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:

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

Activities:	
<ul style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> Students will create diagrams to show various communities and their features. 	
Resources:	
<ul style="list-style-type: none"> Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html STEM Works - http://stem-works.com/activities <u>What Every Educator Should Know About Using Google</u> 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
W.K.2	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.

21st Century Life Skills Standards

Activities:	
<ul style="list-style-type: none"> 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:	
<ul style="list-style-type: none"> Students will create diagrams to show various communities and their features. 	
CRP #	Practice
6	Demonstrate creativity and innovation.

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.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			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> Tiered interventions following RTI framework Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills, open-ended thinking, discovery Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<p>e-rti-strategies-for-teachers/</p> <ul style="list-style-type: none"> ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 4	Pacing: 10 weeks
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 childrens' games from different countries will be learned and played.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● What is different about Hispanic culture and my own? ● Where do people speak Spanish? ● How do people have fun in other countries?

Objectives
<ul style="list-style-type: none"> ● 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

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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
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook

- Google Classroom
- SmartBoard

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
- 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
W.K.2	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.

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.

CRP #	Practice
6	Demonstrate creativity and innovation.

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

Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> • Provide modifications & accommodations as listed in the student's IEP 	<ul style="list-style-type: none"> • Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers 	<ul style="list-style-type: none"> • Tiered interventions following RTI framework • Effective RTI strategies for teachers - 	<ul style="list-style-type: none"> • Process should be modified: higher order thinking skills, open-ended thinking, discovery

<ul style="list-style-type: none"> ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● http://www.specialeducationguide.com/pre-k-12/responsive-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: Kindergarten	Unit #: 5	Pacing: Integrated Throughout
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Are calendars the same in all languages? ● What time of year is it? ● What's the weather like today/this time of year?

Objectives
<ul style="list-style-type: none"> ● 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

Benchmark:

- Unit Pre-Test

Summative Assessment:

- online quizzes & tests
- projects

Alternative:

- performance tasks
- projects

Key Vocabulary

-

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
- SMARTBoard
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

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
W.K.2	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.

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.CI.2	Demonstrate originality and inventiveness in work

Careers	
Activities:	
<ul style="list-style-type: none"> Students will use calendars to track the weather over the course of a month. 	
CRP #	Practice
6	Demonstrate creativity and innovation.

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

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> Provide modifications & accommodations as listed in the student's IEP Position student near helping peer or have quick access to teacher 	<ul style="list-style-type: none"> Provide text-to-speech Use of translation dictionary or software Provide graphic organizers NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm 	<ul style="list-style-type: none"> Tiered interventions following RTI framework Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective 	<ul style="list-style-type: none"> Process should be modified: higher order thinking skills, open-ended thinking, discovery Utilize project-based learning for greater depth of knowledge

<ul style="list-style-type: none"> ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ 	<ul style="list-style-type: none"> ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> ● e-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● 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, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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