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| **Kindergarten** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 1: All About Me** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Identify the alphabet
* Describe themselves and their family members
 |
| **MEANING** |
| UNDERSTANDINGS * Vocabulary – greetings, expressions of courtesy, classroom commands, family members, clothing
* Characteristics of self – body parts, descriptions
* One Spanish speaking country – Mexico
* Clothing styles in Spanish – speaking countries
 | ESSENTIAL QUESTIONS* Aare you able to greet your classmate and ask his/her name?
* What three adjectives best describe you?
* What language do people speak in Mexico?
* How do people in Mexico dress?
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| **District Formative Assessment Plan** | **District Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Question and AnswerTeacher ObservationPartner dialogue | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher generated tests
* Oral assessment
* Vocabulary Quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 1 Performance****Oral presentations****Vocabulary games (concentration, Bingo, Jeopardy)****Create Family Tree****Locate countries on a map****Sing simple songs in Spanish****Students will draw a self portrait – use three adjectives (in Spanish) to describe themselves** |
| **District Texts** | **District** **Supplementary Resources** |
| NA  |  Teacher generated worksheetsGamesPosters for class |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration** |
| 14 weeks – Teacher meets with students once a week. |

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| **Kindergarten** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 2: My World** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Learn the Spanish vocabulary for school, community, and home life
* Identify activities they like in Spanish
* Learn about celebrations and holidays in Spanish-speaking countries
 |
| **MEANING** |
| UNDERSTANDINGS * School, home, and community life vary according to culture
* Holidays and celebrations that are universal are observed according to their respective cultures.
* Interact with appropriate responses
* Describe items using simple sentences and questions
* Compare customs of their own culture with target culture
 | ESSENTIAL QUESTIONS* What are children like in Mexico?
* What types of activities are there in Mexico?
* What holidays are special in Mexico?
 |
|
| **District Formative Assessment Plan** | **District Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Question and AnswerTeacher ObservationPartner dialogue | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher generated tests
* Oral assessment
* Vocabulary Quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 2 Performance****Draw favorite activity and share with class using “Me gusta”.****Create and share pictures about neighborhood****Recite simple poetry in Spanish****Label classroom****Charades****Holiday art activities** |
| **District Texts** | **District Supplementary Resources** |
| NA  |  Holiday stories in SpanishVocabulary games (Pictionary, bingo, etc.) |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| 14 weeks – Teacher meets with students once a week. |

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| **Kindergarten** |
| **SUBJECT: World Language - Spanish** |
| **STANDARD:** * **7.1.NML.A-1, 2, 3, 4, 5. 6; B-1, 2. 3. 4. 5; C – 1, 2, 3, 4 All students will be able to communicate in at least one world language in addition to English**
* **8.1.A-B; 8.2 – All students will use computer applications to gather and organize information and to solve problems and develop an understanding of the nature and impact of technology: through different presentations, projects, research and assignments.**
 |
| **Unit 3: All Around Us** |
|  | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…** Learn vocabulary for animals, insects, and plants
* Explore the aspects of the Rainforest
* Be introduced to different music and dance from the Hispanic world
* Interact with appropriate responses
* Describe items using simple sentences and questions
* Compare customs of own culture with target culture
 |
| **MEANING** |
| UNDERSTANDINGS * Music and art are a reflection of individual cultures
* Components of the rainforest affect daily lives
 | ESSENTIAL QUESTIONS* How is music from Hispanic countries expressed in music in the United States?
* What is life like in the Rainforest?
 |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Question and AnswerTeacher ObservationPartner dialogue | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Teacher generated tests
* Oral assessment
* Vocabulary Quizzes
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 3 Performance****Oral presentations****Recite and/or dramatize simple poetry, rhymes, songs, and skits****Flashcards****Charades****Identify/label pictures****Use the computer to create a picture of their favorite animal (using “mi animal favorite”); student will describe their favorite animal to their partner** |
| **District Texts** | **District Supplementary Resources** |
| NA |  Spanish booksBook on the RainforestLabeled pictures of animals, insects, and plantsMusic from Mexico |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| 14 weeks – Teacher meets with students once a week. |
| **SUBJECT:** |
| **STANDARD:** |
| **Unit 1:**  |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
|  | *Students will be able to independently use their knowledge to…* |
| **MEANING** |
| UNDERSTANDINGS  | ESSENTIAL QUESTIONS |
|
| **Unit 1: Grade 3-6 - Lessons** |
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk Talk | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.** Written assessment
* Oral assessment
* Performance evaluations
 |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Unit 1 Performance** |
| **District Texts** | **District Supplementary Resources** |
|   |   |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**3.1.6.D.13.3.6.D.7 | **Math**4.1.6.A.44.3.6.A.1 | **Social Studies**6.4.4.A.4 |
| **21st Century Skills/Career Education**8.1.4.A.28.1.4.B.7 | **Technology**9.1.4.A.29.1.4.B.39.2.4.B.29.2.4.C.2 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Time - 14 weeks** |