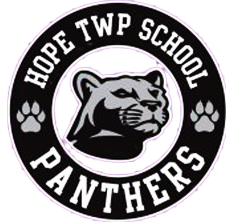


# Belvidere Clusterwide Curriculum



**World Languages**

**Kindergarten**

**Updated Summer, 2024**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

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UNITS	Duration	Essential Questions:
Unit 1: Greetings and Introductions	4 class sessions	How do I greet people from Spanish-Speaking countries and introduce myself?
Unit 2: Dia de los Muertos	2 class sessions	Is the concept of death viewed the same in all cultures?
Unit 3: Numbers, Colors, Animals	6 class sessions	How do I talk about my favorite animals?
Unit 4: Navidad and Three Kings Day	3 class sessions	How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?
Unit 5: Classroom Objects	3 class sessions	How can I name classroom objects around me?
Unit 6: The Family	4 class sessions	Who are the people in my family?
Unit 7: Favorite Foods	4 class sessions	How do I name my favorite foods?
Unit 8: Clothing	4 class sessions	How do I name the clothing I wear?
Unit 9: Cinco de Mayo	3 class sessions	What is Cinco de Mayo?
Unit 10: Places in the Community	4 class sessions	What are some places in my community?

## Student Learning

### Career Education (NJDOE CTE Clusters)

#### 21st Century Themes:

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

#### Technology:

- 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.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.WITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

#### Reading and Writing Companion Standards:

##### Language Domain

- 

##### Reading Domain:

- 

##### Speaking and Listening Domain:

- 

#### Modifications and Accommodations:

##### Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **ELL**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms
  
- **At Risk**
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides

- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials
  
- **Gifted and Talented**
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products\_\_\_\_\_
- 
- **504**
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments

- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## Unit 1 Overview: Greetings and Introductions

**Unit 1 Summary:** Greetings and Introductions

**Essential Questions:** How do I greet people from Spanish-Speaking countries and introduce myself?

**Knowledge:** Hola, Adiós, ¿Cómo te llamas?, ¿Cómo estás?, bien, mal, más o menos

### New Jersey Student Learning Standards

**(Please Bold all Climate related standards met throughout all Units)**

#### New Jersey Student Learning Standards: World Languages

- 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.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.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

#### Interdisciplinary Connections:

- Social Studies: Cultural norms when addressing people in different countries.

#### Performance Expectations

- I can respond to basic greetings and introductions.

### Unit 1 Student Learning Objectives

- Understand and respond to basic greetings and leave-takings.
- Understand and respond to the questions ¿Cómo te llamas? and ¿Cómo estás?
- Recognize other languages are different from English.

### Unit 1 Assessments

#### Formative Assessments

- Student response to questions
- Teacher observations

**Summative Assessments**

- Completion of curriculum worksheets from Teach them Spanish!

**Performance Tasks/Use of Technology:**

- Students individually introduce themselves in Spanish within an activity format.

**Sample Instructional Activities**

Hola Songs with TPR

Wave and say hola with students' names

Buenos días a todos aquí song

¿Cómo te llamas? Song - sing in a circle taking turns inserting each child's name

Ask/Answer questions activities with circle/ball toss/etc

Papa Caliente

**Supplemental Materials/References/Links**

[Song: Greetings in Spanish with Johanna](#)

[Song: Me llamo](#)

Buenas Noches, Gorila (book)

Buenas Noches Luna (book)

Smiley, Neutral and Frowny Face Cut-Outs (bien, más o menos, mal)



## Unit 2 Overview: Día de los Muertos

### Unit 2 Summary: Día de los Muertos

**Essential Questions:** Is the concept of death viewed the same in all cultures?

**Knowledge:** Altar, vela, foto, muertos, flores, calavera, pan, ¿Qué hay?

### New Jersey Student Learning Standards

#### New Jersey Student Learning Standards:

• 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

#### Interdisciplinary Connections:

- Social Studies: Geographical location of celebrations.
- Art: Illustration of holiday symbols

#### Performance Expectations

- Students will participate in cultural experiences specific to Day of the Dead practices to help them understand the significance of the Dia de los Muertos holiday.

### Unit 2 Student Learning Objectives

1. Students will be able to identify and name basic vocabulary associated with Day of the Dead celebrations.
2. Students will be able to understand the significance of an altar.

### Unit 2 Assessments

#### Formative Assessments

- Checklist for identification of symbols associated with the holiday.
- Identify the location of Mexico on a world map either by pointing or coloring it.

**Summative Assessments**

- Make a symbol/ altar associated with the Dia de los Muertos celebration.

**Performance Tasks/Use of Technology:**

- Students make an altar and name holiday symbols.

**Sample Instructional Activities**

Read books about Day of the Dead  
Music video  
Movie clip  
Make calavera mask  
Color calavera de azúcar

**Supplemental Materials/References/Links**

[Song: Rockalingua Day of the Dead Song](#)  
Movie: Coco (20 min segment)  
Books about Day of the Dead: Felipa and the Day of the Day, Día de los Muertos, etc.  
Paper plates for masks  
Printable Sugar Skull coloring sheets

## Unit 3 Overview: Numbers, Colors and Animals

**Unit 3 Summary:** Numbers, Colors and Animals

**Essential Questions:** How do I talk about my favorite animals?

**Knowledge:**

los animales: el perro, el gato, el oso, el pez, el pato, la rana, el caballo, la oveja, el pájaro, la vaca, ¿Qué animal hace *miau miau*?

los colores: rojo, anaranjado, amarillo, verde, azul, morado, rosado, gris, blanco, negro, café, ¿De qué color es...?

los números: 1-10, ¿Cuántos perros hay?

### New Jersey Student Learning Standards

**New Jersey Student Learning Standards:**

- 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.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

**Interdisciplinary Connections:**

- mathematics
- art
- music

### Performance Expectations

- Students can accurately recite numbers, colors, and animal vocabulary in the context of either *Oso Pardo* or *Salí de Paseo*.

### Unit 3 Student Learning Objectives

1. The students will be able to count and identify numbers to 10.
2. The students will be able to identify familiar colors in Spanish.
3. The students will be able to name common animals in Spanish.

### Unit 3 Assessments

#### Formative Assessments

- Daily routine of counting on calendar and asking for date with numbers
- Teacher observation
- Student response to teacher questions

#### Summative Assessments

- Oso Pardo worksheet or mini-book

#### Alternative Assessment:

- Either/or questions and identifying names of animals, colors, numbers to 10

#### Performance Tasks/Use of Technology:

- Chorally recite Oso Pardo or Salí de Paseo

### Sample Instructional Activities

Read stories Oso Pardo or Salí de Paseo

Song La granja (by Calico Spanish)

Color Songs - ¡Colores, colores! (by Calico Spanish)

Song - Uno, dos, tres amigos while holding up fingers

Sign language for numbers and animals.

Count using calendar

TPR (Total Physical Response) - Toca \_\_\_\_\_, Muestra \_\_\_\_\_, Pon \_\_\_\_\_, etc.

Draw using the color I sing (Red es rojo, red es rojo, rojo red, rojo red, rojo rojo rojo)

Passing a ball/stuffed animal while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

### Supplemental Materials/References/Links

Oso Pardo, Oso pardo book (Bill Martin, Jr.)

Salí de Paseo (Sue Williams)

Spanish calendar

[Song: La granja](#)

[Song: ¡Colores, colores!](#)



## Unit 4 Overview: Navidad and Three Kings Day

### Unit 4 Summary: Navidad and Three Kings Day

**Essential Questions:** How is the Christmas celebration in Spanish-Speaking countries the same or different from my celebration?

**Knowledge:** Posadas, reyes magos, adorno, corona, regalos, árbol navideño, ¿Qué es esto?

### New Jersey Student Learning Standards

**(Please Bold all Climate related standards met throughout all Units)**

#### New Jersey Student Learning Standards: World Languages

- 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.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.

#### Interdisciplinary Connections:

- Music: holiday music
- Art: Illustration of holiday symbols

#### Performance Expectations

- The students can name symbols associated with the Christmas holiday in Spanish speaking countries.
- The students can sing short Christmas carols.

### Unit 4 Student Learning Objectives

- Introduce and sing Feliz Navidad, and play other Spanish carols while students complete other activities.
- Students create an authentic product associated with Las Posadas/Three Kings Day such as a poinsettia or an illustration of the Three Kings.

### Unit 4 Assessments

#### Formative Assessments

- Teacher observation.
- Comprehension of literature and vocabulary through oral response.

- Student participation.

**Summative Assessments**

- Listening to and singing simple carols: Feliz Navidad.

**Alternative Assessment:**

- Either/or questions identifying items associated with Navidad and Three Kings Day

**Performance Tasks/Use of Technology:**

- Sing simple Christmas carols.

**Sample Instructional Activities**

- Read stories Navidad en Casa and other stories
- Songs: Dulce Navidad, Feliz Navidad, Burrito Sabanero, Noche de Paz
- Play Papa Caliente (Hot Potato) with Spanish Christmas Music
- Act out tradition of Three Kings - choose three students to wear paper crowns, and other students to take off shoes and lie down on carpet with lights off, the three kings sneak into classroom to put a small token/gift inside students' shoes

**Supplemental Materials/References/Links**

- [Song: Feliz Navidad](#)
- [Song: Dulce Navidad](#)
- [Song: Mi Burrito Sabanero](#)

## Unit 5 Overview: Classroom Objects

### Unit 5 Summary: Classroom Objects

**Essential Questions:** What items do I use everyday in a classroom?

**Knowledge:** la silla, el libro, la mesa, el lápiz, las tijeras, el borrador, ¿Dónde está...?, aquí, allá

### New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

#### New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### Interdisciplinary Connections:

- ELA
- Music

#### Performance Expectations

- Students can identify classroom objects when prompted by teacher

### Unit 5 Student Learning Objectives

- Students will be able to identify commonly used classroom objects.
- Students will be able to name classroom objects.



## Unit 5 Assessments

### Formative Assessments

- Teacher observation
- Student response to teacher questions/commands

### Summative Assessments

- Teach Them Spanish! worksheet
- Make mini-book

### Alternative Assessment:

- Yes/No (Sí/No) questions
- Either/Or questions

### Performance Tasks/Use of Technology:

- Take out and use the correct classroom object that the teacher instructs you to use

## Sample Instructional Activities

Youtube Song about Classroom Objects - Pollito Chicken Gallina Hen

TPR (Total Physical Response) - Toca \_\_\_\_, Muestra \_\_\_\_, Pon \_\_\_\_, Busca \_\_\_\_, etc.

Passing a ball/classroom objects while seated in a circle while reciting the numbers

Play Papa Caliente (Hot Potato)

Play Four Corners Game

## Supplemental Materials/References/Links

Internet access & Interactive Whiteboard

[Pollito Chicken Song](#)

Real classroom objects

Ball

Poster Paper

## Unit 6 Overview: The Family

### Unit 6 Summary: The Family

**Essential Questions:** Who are the people in my family?

**Knowledge:** mamá, papá, hermano, hermana, abuelo, abuela, bebé, yo, (Looking at family photo) ¿Cuál es tu mamá/papá, etc.?

### New Jersey Student Learning Standards

#### New Jersey Student Learning Standards:

- 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.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.

#### Interdisciplinary Connections:

- Social Studies (families)

#### Performance Expectations

- Students can identify on a family picture who their different family members are in Spanish as the teacher says a name.

### Unit 6 Student Learning Objectives

1. The students will be able to recite family member vocabulary using chants and songs.
2. The students will be able to identify family members in Spanish by answering either/or questions, or giving one word identification answers.
3. The students will recognize that family vocabulary words are almost identical except for their o/a endings for gender.

### Unit 6 Assessments

#### Formative Assessments

- Student response to teacher questions identifying family members

**Summative Assessments**

- Family worksheets from Teach Them Spanish! Kindergarten

**Alternative Assessment:**

- Either/or questions related to who each family member is

**Performance Tasks/Use of Technology:**

- On a printed out family picture, students listen to their teacher ask them to identify their mom, dad, etc.

**Sample Instructional Activities**

Youtube video (La familia dedo) <https://youtu.be/d51Z17PaFAY>

Youtube video (mi familia) <https://www.youtube.com/watch?v=Smm7csgMoMs>

Youtube video (amo a mi familia) [https://www.youtube.com/watch?v=7qvy\\_wXeCxM](https://www.youtube.com/watch?v=7qvy_wXeCxM)

Finger puppet activity

Have students send a family picture in and ask yes/no questions about members of the family

**Supplemental Materials/References/Links**

Youtube song videos

Family cut-out pictures

Movie clip: Encanto

Story: Rubia y los Tres Osos

La Caperucita Roja

## Unit 7 Overview: Favorite Foods

**Unit 7 Summary:** Favorite Foods

**Essential Questions:** How do I name my favorite foods?

**Knowledge:** queso, leche, papa, jugo, pan, pollo, ensalada. Me gusta/No me gusta, Por favor, Gracias, De nada

### New Jersey Student Learning Standards

New Jersey Student Learning Standards:

- 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.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.

**Interdisciplinary Connections:**

- Health: Healthy food choices.
- Social Studies: World cultures and foods

### Performance Expectations

- The students will name favorite foods.

### Unit 7 Student Learning Objectives

- Identify basic food vocabulary.
- Identify and label food illustrations.
- Identify food vocabulary using realia, flashcard.

## Unit 7 Assessments

### Formative Assessments

- Teacher observation during asking/answering of questions and discussions related to foods.
- Checklist of recognition of basic vocabulary associated with food.
- Student participation.

### Summative Assessments

- Work on pages 34, 36 from *Teach Them Spanish! Kindergarten*
- Present about your favorite food.

### Alternative Assessment:

- Either/Or Questions related to favorite foods

### Performance Tasks/Use of Technology:

- On flashcards, students listen to their teacher ask them to identify food.
- Present about their favorite food.

## Sample Instructional Activities

- Songs related to foods and likes/dislikes
- Read books related to food: *The Very Hungry Caterpillar* (in Spanish), etc.
- Games with toy foods
- Make paper tacos
- Food Bingo
- TPR - Play "Restaurant" - Ask the students to bring you what you want to eat "La leche por favor, el pan por favor, etc."

## Supplemental Materials/References/Links

- Tengo Hambre Song on Youtube
- Calico Spanish <https://calicospanish.com/learn-spanish-with-videos/comida/>
- Video La Comida <https://www.youtube.com/watch?v=iXaEw449H-Q>
- [Song: La canción de las frutas](#)
- Book *The Hungry Caterpillar*
- Loteria y Actividades <https://spanishmama.com/teaching-food-in-spanish-for-kids/>

## Unit 8 Overview: Clothing

**Unit 8 Summary:** Clothing

**Essential Questions:** How do I name the clothing I wear?

**Knowledge:** la camisa, los pantalones, el vestido, los calcetines, los zapatos, el gorro, ¿Qué ropa llevas?

### New Jersey Student Learning Standards

(Please Bold all Climate related standards met throughout all Units)

#### New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### Interdisciplinary Connections:

- Art
- ELA

#### Performance Expectations

- Students can dress a doll in response to teacher commands.
- Students can point out clothing in a fashion show as it is announced.

### Unit 8 Student Learning Objectives

- Students will be able to identify clothing words.
- Students will be able to respond by standing, touching, dressing in response to teacher commands related to clothing.

## Unit 8 Assessments

### Formative Assessments

- Either/Or Questions

### Summative Assessments

- Dress a doll as instructed

### Alternative Assessment:

- Worksheet Assessment from Teach Them Spanish! Workbook - Kindergarten

### Performance Tasks/Use of Technology:

- Fashion Show - student points out clothing as it is announced

## Sample Instructional Activities

- TPR - "Levántate si llevas una camisa, etc.
- Dress the Doll (paper doll or toy baby) responding to teacher commands - "Por favor, póngale pantalones al bebé", etc.
- Fashion show - children walk down a catwalk as the teacher describes their clothing with a play microphone and lots of colorful descriptions and enthusiasm - "¡Mira Sophia! Hoy lleva un vestido rosado con flores rojas. ¡Qué bonita!" Student points to clothing as it is described by the teacher.

## Supplemental Materials/References/Links

- Dolls (preferably representing various genders and ethnicities) - paper or toy
- Doll clothing - paper or toy
- play microphone

## Unit 9 Overview: Cinco de Mayo

### Unit 8 Summary: Cinco de Mayo

**Essential Questions:** What is Cinco de Mayo?

**Knowledge:** México, Francia, batalla (battle), ejército (army), victoria (victory), bandera (flag), celebración (celebration), fiesta (party), piñata, ¿Dónde está...?

### New Jersey Student Learning Standards

**(Please Bold all Climate related standards met throughout all Units)**

#### New Jersey Student Learning Standards: World Languages

- 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.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.

#### Interdisciplinary Connections:

- Social studies
- Art

#### Performance Expectations

- Students can create a piece of artwork related to Cinco de Mayo (Mexican flag, a mini piñata)

### Unit 9 Student Learning Objectives

- Students will be able to discuss the significance of the holiday Cinco de Mayo
- Students will be able to locate Mexico on a world map
- Students will be able to identify symbols related to Cinco de Mayo: flag, piñata, map, Mexican foods

### Unit 9 Assessments

#### Formative Assessments

- Either/Or Questions



**Summative Assessments**

- Identify symbols of the holiday

**Alternative Assessment:**

- Color symbols of the holiday

**Performance Tasks/Use of Technology:**

- Describe the Who, What, When, Where, Why and How as far as the history of Cinco de Mayo and how it is celebrated.

**Sample Instructional Activities**

- Read books about Cinco de Mayo
- Read books about Mexican celebrations
- Relate a brief history of the holiday to students using a map, flags and other visuals
- Color a flag of Mexico
- Make a paper bag piñata
- Make papel picado
- Play Four Corners using vocabulary

**Supplemental Materials/References/Links**

- Books in print or online
- world map
- Mexican flag
- example of papel picado
- paper bag
- authentic Mexican candy to fill piñata
- printable of Mexican flag to color

## Unit 10 Overview: Places in the Community

### Unit 8 Summary: Places in the Community

**Essential Questions:** What are some places in my community?

**Knowledge:** la escuela, el museo, la casa, la tienda, la biblioteca, el parque, ¿Dónde está...?

### New Jersey Student Learning Standards

**(Please Bold all Climate related standards met throughout all Units)**

#### New Jersey Student Learning Standards: World Languages

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

#### Interdisciplinary Connections:

- Social Studies (community)
- ELA

#### Performance Expectations

- Students can locate places in the student's own town/community.

### Unit 10 Student Learning Objectives

- Students will be able to identify places in their community.
- Students will be able to identify places based on what people do there.

## Unit 10 Assessments

### Formative Assessments

- Either/Or Questions

### Summative Assessments

- Identify places in a student's own town/community using a real photo/map of their town

### Alternative Assessment:

- Worksheet from Teach The Spanish! Kindergarten curriculum workbook

### Performance Tasks/Use of Technology:

- Locate places in the student's own town/community - on Interactive Whiteboard or printed image

## Sample Instructional Activities

- Examine maps of students' town while discussing in Spanish
- Read books about places in a community
- Play Six Corners - label six places in the classroom with a picture of a vocabulary word, one student counts to 10 while classmates go stand by a place, then call out one place, students standing there are out, continue until one student remains
- Color places in the community and display on a map

## Supplemental Materials/References/Links

- Interactive Whiteboard or printed out maps of students' town
- Books
- Color pictures of places to display for game
- Printable places to color and cut out for a map-making activity.