

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

Elementary Spanish

Grade: Kindergarten

ABSTRACT

Students will explore the Spanish-speaking world through a variety of cultural and language-based activities. By the end of the year they will have a firm foundation in the three modes of communication; interpretive, interpersonal, presentational. Throughout the unit, emphasis will be placed on the relationship between language and culture, and intercultural communication and understanding. Both teacher and students will discuss and create an environment that promotes authentic use of the target language within a meaningful cultural context.

BOE Approved: 8/12/26

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Kindergarten Spanish

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Unit 1: All About Me <i>September-November (12 weeks)</i>	Unit 2: En La Escuela <i>December-March (12 weeks)</i>	Unit 3: En La Casa <i>April-June (6 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	World Language Standards Interpretive Mode/Novice Low: 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.	World Language Standards Interpretive Mode/Novice Low: 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.	World Language Standards Interpretive Mode/Novice Low: 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.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. Interpersonal Mode/Novice Low: 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.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others	7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 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. Interpersonal Mode/Novice Low: 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.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others	7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). 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. Interpersonal Mode/Novice Low: 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.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.IPERS.6: Share with others
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	the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures. Presentational Mode/Novice Low: 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. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures Presentational Mode/Novice Low: 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. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.	the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures Presentational Mode/Novice Low: 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. 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE -</i>	ELA Companion NJSLSL.RF.K.1. Demonstrate understanding of the organization and basic features of print. NJSLSL.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	ELA Companion NJSLSL.RF.K.1. Demonstrate understanding of the organization and basic features of print. NJSLSL.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	ELA Companion NJSLSL.RF.K.1. Demonstrate understanding of the organization and basic features of print. NJSLSL.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). NJSLSL.KL.K.1. With prompting

<i>Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	NJSLSL.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. Mathematics NJSLSK.CC.A. Know number names and the count sequence. NJSLSA. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	NJSLSL.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening. Mathematics NJSLSK.CC.A. Know number names and the count sequence. NJSLSA. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	and support, develop knowledge of language and its conventions when speaking and listening. Mathematics NJSLSK.CC.A. Know number names and the count sequence. NJSLSA. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills 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 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.FI.1: Differentiate the various forms of money and how they are used.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.	Life Literacies & Key Skills 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>8.1 Computer Science; or</i> • <i>8.2 Design Thinking)</i>	Design Thinking 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.	Design Thinking 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	Design Thinking 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology. 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	• How to greet people in Spanish and the importance of courtesy • There are many countries around the world who speak Spanish • Counting in Spanish is important	• Classroom object vocabulary and its importance in daily life • Expressing the weather in other languages is important at home and when traveling • Communication is beneficial to create a global community	• Household vocabulary and daily life vocabulary is beneficial to communication • Each Spanish speaking country is different in a variety of ways including vocabulary • The greater community is strengthened with the understanding
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How is culture different in other cultures than ours? 2. How do greetings differ in other countries and what does that show about their culture? 3. Why is learning another way to count important in everyday life?	1. How is learning another language helping you at school? 2. What benefits come from learning about school culture in other countries? 3. Why is it important to communicate with other students in other countries?	1. Why is it important to know the weather in other countries and how to express it? 2. How does learning another language benefit yourself and family? 3. Why is it important to learn about other cultures?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response	Formative Assessments • Tests and quizzes • Exit tickets • SMARTBoard mini assessments • Partnering up • Individual and group response

	• Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.	• Class participation • Classroom polls • Daily following of Spanish directions Summative Assessments • Individual verbal “presentation” • End of unit projects • Tests and quizzes • Group presentations Alternative Assessments • Group and individual projects • Picture prompted activities • Student choice activity showcasing different modes • Gallery walks Benchmark Assessments • Based on ACTFL Novice-Low “Can-Do” statements assessing interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and reading.
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STAGE 3: Learning Plan

Learning Activities/Content: *(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:*

- *Amistad Law*
- *Holocaust Law*
- *LGBTQ/Disabilities Law*

Unit Content

- Introductions
- Greetings
- Culture
- Body vocabulary

Multi-unit content

- Numbers and counting
- Days of the week
- The date
- Months of the year
- Weather
- Seasons

Interpretive Activities

- **Matching-** Students will draw a line connecting a picture to the written vocabulary word.
- **Music-** Various songs will be used which include vocabulary to help reinforce.
- **Memory-** Students will play memory to match images with written words of vocabulary.

Interpersonal Activities

- **Greetings-** In pairs, students greet their friends.
- **Introductions-** In pairs, students introduce themselves to their friends.
- **Numbers-** Students will take turns in groups to individually

Unit Content

- Classroom objects
- Colors
- Weather

Multi-unit content

- Numbers and counting
- Days of the week
- The date
- Months of the year
- Weather
- Seasons

Interpretive Activities

- **Matching-** Students will draw a line connecting a picture to the written vocabulary word.
- **Music-** Various songs will be used which include vocabulary to help reinforce.
- **Memory-** Students will play memory to match images with written words of vocabulary.

Interpersonal Activities

- **Weather-** In groups, students will ask and respond with what the weather is today.
- **Date-** Students will pair up and ask what the date is and then report it to each other.
- **Numbers-** Students will take

Unit Content

- Family
- House
- Pets
- Music

Multi-unit content

- Numbers and counting
- Days of the week
- The date
- Months of the year
- Weather
- Seasons

Interpretive Activities

- **Matching-** Students will draw a line connecting a picture to the written vocabulary word.
- **Music-** Various songs will be used which include vocabulary to help reinforce.
- **Memory-** Students will play memory to match images with written words of vocabulary.

Interpersonal Activities

- **Family-** Students will ask each other about family members using sign language from a song they learned.
- **House-** Students will tell which part of the house their family member is in.

	count to see how high they can count. Presentational Activities ● Introductions- Students will take turns coming to the front of the room in pairs to demonstrate how to introduce themselves. ● Head, Shoulders, Knees, and Toes- Students will take turns coming to the front of the room and leading the class in Cabeza, Hombros, Rodillas, Pies. ● Numbers- Students will take turns counting in front of the class as high as they can count. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88)	turns in groups to individually count to see how high they can count. Presentational Activities ● I Spy- Students will find objects around the room as called out by the teacher by color. ● Colors- Students will point to something in the room that is the color that the teacher has called out. Students may also take a turn calling out for their classmates. ● Seasons- Students will call out the season that the clothing belongs to. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) ● Age appropriate discussions of Afro-Latinidad and influential figures.	● Numbers- Students will take turns in groups to individually count to see how high they can count. Presentational Activities ● Family- Students will take turns singing the “Mi Familia” song in front of the class. ● House- Students will individually name rooms in a house for the class. ● “Yo Tengo”- Students will tell the class what pets they have by using the verb “tener”. DEI Activities Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) ● Discussions of cultural differences across the Spanish-speaking world to build cultural awareness and global understanding. Amistad Law (N.J.S.A. 18A:52-16A-88) ● Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) ● Discuss promoting respect for diversity, empathy, and
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	• Age appropriate discussions of Afro-Latinidad and influential figures. Holocaust Law (N.J.S.A. 18A:35-28) • Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	Holocaust Law (N.J.S.A. 18A:35-28) • Discuss promoting respect for diversity, empathy, and cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.	cultural understanding through age-appropriate discussions and learning experiences that foster inclusion and global citizenship.
Resources: <i>(Include names of texts and all online resources)</i>	• Teacher created materials • YouTube • Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum • Kahoot • Lumio	• Teacher created materials • YouTube • Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum • Kahoot • Lumio	• Teacher created materials • YouTube • Various videos, games, handouts, and materials created by: ○ Lorena y Lenox ○ Spanish Playground ○ Spanish Mama ○ Señor Wooly ○ Learning Spanish with Johanna ○ Siempre Spanish ○ Mindymarrisa ○ Basho and Friends ○ LittleBabyBum • Kahoot • Lumio
Differentiation: <i>(What type of differentiated instruction will be used for</i>	Special Education • Individualized Education	Special Education • Individualized Education	Special Education • Individualized Education

<i>each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	- Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping	- Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping	- Plans (IEPs) ● Multi-media presentations ● Scaffolded lessons ● Manipulatives ● Varied Assessments ● CST recommendations ● Specialized seating ● Specialized writing utensils ● Exemplars using a variety of levels English Language Learners (ELLs) ● Visual aids ● Dictionaries ● Modeling ● Grouping students of differing levels of learning ● Non-verbal assessments Students At-Risk (BSI) ● Use of technology for assignments ● Opportunities for verbal discussion and processing time given ● Verbal responses when needed Gifted and Talented (Advanced) Students: ● Multimedia presentations ● Internet based research ● Flexible grouping
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	● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed	● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed	● Project based learning ● Supplemental materials for independent learning ● Curriculum pace increase ● Individual topic choice by interest ● Advanced thinking questions aimed to promote critical thinking ● Reading materials for independent study 504 Plans ● Specialized seating tools ● Extended time ● Oral responses on written assignments ● Preferential seating ● Reduced work ● Modified assignments ● Visual or verbal aids ● Use of technology as needed
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