Mendham Township School District
Curriculum
Kindergarten

Unit 1A: All About Me/Greetings

Stage 1: Desired Results

Level Benchmark:
Novice-mid K

Unit Goals:
- Expose students to the Spanish language
- Understand why it is important to learn a foreign language
- Learn how to use appropriate greetings and leave taking in Spanish

Essential Questions:
- Why is it important to learn another language?
- Why is learning how to greet others important?

Skills/Knowledge:
Students will be able to:
- Greet someone using learned words and phrases
- Recognize and pronounce greeting words orally
- Demonstrate an understanding of the vocabulary
- Engage in an introductory dialogue

NJSLS 2020:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.C.2: Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Evidence of Learning

- Teacher observations
- Thumbs up/down
- Student participation
- Vocabulary pronunciation
- Role Play
- Questions yes/no

Teaching Points:

1. Whole class discussion about the importance of learning another language
2. Whole class introduction of the vocabulary associated with greetings/introduction
3. Introductory dialogue presentation
4. Repetition of words and phrases
5. Role play authentic greeting in Spanish

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative learning activities
- Student centered activities
- Readiness and ability

Assessments:

Formative:

- Observation of oral discourse
- Class participation
- questioning
- student response
- Pronunciation of target vocabulary
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Assessment Photo: Spanish Basic Phrases and Greetings
- Sentence frame completion. Hola, Me Llamo, Como estas? Bien, Adios
- Conversation Read Alouds

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:
Books:
Buenas Noches Gatito
Hola

Songs:
Buenos días, buenas tardes, buenas noches
Hola means hello
Adios means goodbye
Cómo te llamas tu?

Sing and Learn Spanish CD
Teach them Spanish Grade K

Websites:
www.abcteach.com
www.spanish4teachers.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
9.2.4.A.1

Integration of the Technology Standard
NJSLS 8.1.2.A.4

Unit 1B: All About Me/ Numbers 1-10

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:

- Identify the numbers 1-10 in Spanish orally
- Count to 10 in Spanish
- Recognize the number words in numerical order

Essential Questions:

- Why are numbers important?

Skills/Knowledge:
Students will be able to:

- Pronounce numbers 1-10 in Spanish
- Count to ten using flashcards or manipulatives
- Tell how old they are

NJSLS 2020:
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. (Counting and responding to questions about age)
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Worksheet/ Color and count the Fish

Teaching Points:

1. TPR activities
2. Whole class introduction of vocabulary.
3. Learn the number song counting up from 1-10
4. Make connection with counting
5. Dice game, count in a circle
6. Make a number book

Differentiation:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Number recognition recording sheet
- Number mats 1-10
- Rockalingua (https://rockalingua.com/games/numbers)

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Cuenta con Clifford
Mis Numeros
Tengo Diez Deditos
Cinco Monitos
Songs:
1,2,3 amigos
Uno, dos y tres
Counting Numbers/Rockalingua

Number Flashcards
Picture poster with numbers

Teach them Spanish Kindergarten
Websites

www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com
www.rockalingua.com

Interdisciplinary Connections
Counting forward with numbers-Connection with Math
K.CC.B.4
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard
9.2.4.A.1

Integration of the Technology Standard
NJSLS 8.1.2.A.4

Unit 2A: School Days/ Classroom objects

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:
- Identify classroom objects in Spanish
- Respond to simple questions using classroom object vocabulary

Essential Questions:
- What materials do I need for school?
- What is around the classroom?

Skills/Knowledge:
Students will be able to:
- Identify the classroom objects based on oral descriptions in Spanish
- Demonstrate understanding of commands associated with classroom items.
- Tell where the classroom items are located in the classroom.

NJSLS 2020:
7.1.NM.IPRET.1(Identifying familiar spoken and written words and phrases related to classroom objects
7.1.NM.IPERS.1 Responding to simple questions about classroom objects
7.1.NM.IPERS.4 Following simple directions related to classroom items

Evidence of Learning

- Teacher observation
- Class participation
- Accuracy in pronunciation and responses
- Classroom objects worksheet

Teaching Points

1. TPR/vocabulary introduction
2. Learn and sing the “Classroom object song”
3. Label the classroom
4. Scavenger hunt with classroom objects
5. “Guess What” game with classroom objects
6. Classroom object Bingo
7. Worksheets: Matching objects, Draw and color your classroom and Match pictures with words

Differentiation:
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

- Cooperative learning
- Student Centered Activities

Assessments:
Formative:
- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:
- My Classroom vocabulary identification
- Task Cards
- Mi Mochila/Contents-vocabulary identification

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:
Books:
My School, Mi Escuela
My First Spanish Book
Clifford va a la Escuela

Songs
"En la clase"

Classroom objects flashcards
I Spy/Veo, Veo con mis ojos
Teach them Spanish KindergartenWebsites
www.enchantedlearning.com
www.abcteach.com
www.quia.com
www.spanish4teachers.com

Interdisciplinary Connections Learning about Spanish Speaking Countries-Connection with Social Studies NJSLS 6.1.4.A.14
Integration of 21st Century Skills and Life and Career Standard 9.2.4.A.1
Integration of the Technology Standard NJSLS 8.1.2.A.4

Unit 2B: School days/ Shapes

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:
- Identify basic shapes in Spanish
- Describe objects in the classroom by their shape in Spanish

Essential Questions:
- Why are shapes important?
- How do we use shapes?

Skills/Knowledge:
Students will be able to:
- Identify the basic shapes in Spanish
- Illustrate and name the basic shapes in Spanish
- Recognize the different shapes of classroom objects in Spanish
- Correctly pronounce the names of the Shapes in Spanish

NJSLS 2020:
7.1.NM.IPRET.3 Identifying shapes based on descriptions
7.1.NM.IPERS.1 Asking and answering questions about shapes
7.1.NM.PRSNT.1 Presenting information about shapes
7.1.NM.PRSNT.5 Presenting shape information from authentic materials

Evidence of Learning

Oral proficiency
Teacher observation
TPR responses
Class participation

Teaching Points:

1. Whole class introduction with powerpoint presentation
2. TPR vocabulary introduction
3. Introduce the shape song (El circulo es asi…)
4. I spy with shapes in the classroom/ (Veo,veo con mis ojos algo…)
5. Mini book/ Shapes in Spanish
6. Shape/color Bingo

Differentiation:
- Assign a partner for activities
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

Assessments:
Formative:

- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Cut and Paste vocabulary identification
- Senor Forma de la Cabeza
- Shape matching quiz

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:
Books:
Figuras y Ratones
Formas Geometricas
Mis Formas
Spanish Toddler Coloring Book Shapes

Songs:
Learn your shapes in Spanish with Basho & Friends
Las Formas Song
El Círculo es así..

Websites
www.enchantedlearning.com
www.spanish4kids.om
www.abcteach.com
www.youtube.com

Unit 3A: Home Sweet Home/ My Family

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:

- Understanding the basic pronunciation of basic vocabulary associated with the family in Spanish
- Identify the basic vocabulary associated with the family
- Talk about their own family using basic vocabulary terms learned

Essential Questions:

- What makes a family?

Skills/Knowledge:
Students will be able to:

- Identify family members in Spanish
- Describe their family
- Compare cultural differences of families in other countries
- Respond to simple questions related to one's family in Spanish

NJSLS:
7.1.NM.IPERS.1: Asking and answering questions about family members
7.1.NM.IPERS.2: Sharing information about their family

Evidence of Learning

- Teacher observation
- Class participation
- Student pronunciation and response to questions
- Thumbs up/down
- Family picture with labels
- Family names color skill sheets

Teaching Points:

1. TPR vocabulary introduction
2. Whole class discussion about family. How are they the same/different
3. Picture and word association
4. Introduce Mi Familia song
5. Practice of oral pronunciation of of the vocabulary associated with the family.
6. Family vocabulary Bingo

Differentiation:

- Assign a partner for activities
- Provide multiple choice activities

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.

Assessments:
Formative:
- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:
- Finger puppet family
- Family portrait
- Mi familia mini book

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:
Books:
Mi Familia y Yo My Family and I

Songs:
Mi Familia song
Websites:
www.enchantedlearning.com
ww.spanish4kids.om
www.abcteach.com
www.youtube.com
www.rockalingua.com

Interdisciplinary Connections
Learning about Spanish Speaking Countries-Connection with Social Studies
NJSLS 6.1.4.A.14

Integration of 21st Century Skills and Life and Career Standard

9.2.4.A.1
Integration of the Technology Standard NJSLS 8.1.2.A.4

3B: Home Sweet Home/Animals- Pets

Stage 1: Desired Results

Benchmark:
Novice-Mid K

Unit Goals:
- Name animals in Spanish
- Identify the animals learned as pets

Essential Questions:
- What animals can we have as pets?
- Are pets our family members?

Skills/Knowledge:
Students will be able to:
- Learn how to pronounce animal names in Spanish
- Recognize and identify animals that are pets in Spanish
- Repeat and read mini book of Animals we Call Pets

NJSLS:
7.1.NM.IPRET.1 Identifying animal names
7.1.NM.IPERS.1 Asking and answering questions about pets
7.1.NM.PRSNT.1 Presenting information about pets),
7.1.NM.PRSNT.1 Presenting information from pet-related authentic materials

Evidence of Learning:

- Teacher observation
- TPR responses
- Recall and recite vocabulary
- Sing Songs
- Class participation
- Game participation
- Mini book Pets/ Como se llama?

Teaching Points:
1. TPR introduction of animals
2. Whole class discussion about pets/mascotas
3. SmartBoard vocabulary pictures/oral pronunciation practice
4. Flashcards with picture/vocabulary
5. Connect the animal vocabulary terms with the sounds they make
6. Favorite pet graph
7. Sing the Animals song
8. Find the animal game and Use the clues
9. Animal mini book

Differentiation:
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities

Assessments:
Formative:

- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Pet Friends (Monarca Language)
- Story cards/Una Mascota para Maria Paz (Picture book)
- Mini Book/Pets (Mascotas-Que es?) Identification

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:
Books:
Daniel y Su Mascota
El Perro con Sombrero
Mi Pajaro
Mascotas Maravillosas

Songs:
Las Mascotas
Los animales

Websites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

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4A: Food, Glorious Food

Stage 1: Desired Results

Benchmark:
Novice-Mid Kindergarten

Unit Goals:

- Recognize and identify the food vocabulary in Spanish
- Discuss the different kinds of foods
- Compare with the foods of Spanish Speaking countries

Essential Questions:

- What kinds of foods are healthy?
- What do I enjoy eating?

Skills/Knowledge:
Students will be able to:

- Recite the vocabulary words in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- Match the correct picture by listening to the vocabulary terms
- Learn and sing a food song
- Create a snack plate.

NJSLS:
7.1.NM.IPRET.1 Identifying food vocabulary
7.1.NM.IPERS.1 Asking and answering questions about food
7.1.NM.PRSNT.1 Presenting food vocabulary

Evidence of Learning

- Teacher observation
- Class participation
- Oral participation
- My meal worksheet
- Food practice Que es? What is it?
- Game participation
- Food mini-book review

Teaching Points:

1. Introduce the vocabulary words to students using food props
2. Practice repeating and reciting vocabulary words
3. Introduce the food song
4. Classroom discussion about the different kinds of foods.
5. Review numbers 1-10
6. Count food items using number vocabulary and food vocabulary

Differentiation:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Let's make a pizza (Monarca Language)
- Sort, cut and paste/
- Food mini book / Que es? Es..

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
Los Alimentos de Maisy/Maisy's Food by Lucy Cousins
Papas el Martes/Potatoes on Tuesday by Good Year Books
Songs:
La Comida/Rockalingua
La Canción de frutas
Vamos a Comer
La mariposa, mariposita
Websites:
www.songsforteaching.com
www.abcteach.com
www.youtube.com
www.spanishkidsstuff.com

Interdisciplinary Connections Learning about Spanish Speaking Countries-Connection with Social Studies NJSLS 6.1.4.A.14
Integration of 21st Century Skills and Life and Career Standard 9.2.4.A.1
Integration of the Technology Standard NJSLS 8.1.2.A.4

4B: Food, Glorious Food/ Colors

Stage 1: Desired Results

Benchmark:
Novice-Mid Kindergarten

Unit Goals:

- Identify and recognize the basic colors in Spanish
- Describe the food vocabulary by color
- Describe food by shape and color
- Express their likes and dislikes of color and food

Essential Questions:

- What are the colors around me?
- How do I describe my surroundings using color?

Skills/Knowledge:
Students will be able to:

- Recite and identify the basic color vocabulary in Spanish
- Demonstrate an understanding of the vocabulary words in Spanish
- State favorite color and food
- Point out the colors they see around the classroom
- Describe food by their color and shape
- Learn and sing the Colors song/ Los Colores

NJSLS:
7.1.NM.IPRET.1 Identifying color vocabulary,
7.1.NM.IPRET.3Identifying colors based on descriptions
7.1.NM.IPERS.1 Asking and answering questions about colors and food
7.1.NM.IPERS.3 Expressing preferences about colors and food
7.1.NM.PRSNT.1 Presenting information about colors

Evidence of Learning

- Teacher observation
- Class participation
- Rainbow colors worksheet
- Color the Car worksheet
- Color Bingo
- Think, Pair, Share

Teaching Points:

1. TPR introduction of color vocabulary words
2. Introduce color song and video
3. Practice repeating and reciting color vocabulary
4. Que color es? Using food props
5. I spy game with colors. Veo,Veo
6. Find the crayons activity
7. Who is wearing? Colors

8. Bean bag toss with colors
9. La Oruga Muy Hambriente/ The Hungry Caterpillar
10. Around the room favorite color
11. Favorite color graph

Differentiation:

- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Cooperative Learning
- Student centered activities

Assessments:

Formative:

- Teacher observation
- Class participation
- questioning
- student response
- successful completion of classwork
  -diagrams
  -matching
  -puzzles
  -reading
  -writing

Summative:

- Color flip interactive flipbook
- El Arco Iris/ color and identify the colors of a rainbow
- Listening quiz /colors following teacher oral directions.

Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students:

- Assign a partner for activities
- Provide multiple choice activities
- Assign, assess and modify if necessary to address the specific needs of the learner
- Presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- Student centered activities

List of Core and Supplemental Materials:

Books:
La Oruga Muy Hambriente by Eric Carle
El Pez Arco Iris by Marcus Pfister
Los Colores by Barrons

Songs:
La fruta/Rockalingua
La Canción de frutas
Frutas a Comer

La mariposa, mariposita Websites: www.songsforteaching.com www.abcteach.com www.youtube.com www.spanishkidsstuff.com

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Integration of the Technology Standard NJSLS 8.1.2.A.4

Pacing Guide World Language

Name of Unit	Marking Period	Duration (Weeks)	Assessments
Unit 1A Greetings, Farewells and polite words:	1	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary *Summative:* ● Assessment Photo: Spanish Basic Phrases and Greetings ● Sentence frame completion. Hola, Me Llamo, Como estas? Bien, Adios ● Conversation Read Alouds
Unit 1B Numbers	1	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary *Summative:* ● Number recognition recording

			sheet ● Number mats 1-10 ● Rockalingua (https://rockalingua.com/games/numbers)
Unit 2A Classroom objects	2	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary *Summative:* ● My Classroom vocabulary identification ● Task Cards ● Mi Mochila/Contents-vocabulary identification
Unit 2B Shapes	2	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary *Summative:* ● Cut and Paste vocabulary identification ● Senor Forma de la Cabeza

			• Shape matching quiz
Unit 3A Family	3	5	*Formative:* • Observation of oral discourse • Class participation • questioning • student response • Pronunciation of target vocabulary *Summative:* • Finger puppet family • Family portrait • Mi familia mini book
Unit 3B Pets	3	5	*Formative:* • Observation of oral discourse • Class participation • questioning • student response • Pronunciation of target vocabulary
	3	15 days	*Formative:* • Observation of oral discourse • Class participation • questioning • student response • Pronunciation of target vocabulary *Summative:* • Pet Friends

			(Monarca Language) ● Story cards/Una Mascota para Maria Paz (Picture book) ● Mini Book/Pets (Mascotas-Que es?) Identification
Unit 4A Food	4	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary *Summative:* ● Let's make a pizza (Monarca Language) ● Sort, cut and paste/ ● Food mini book / Que es? Es..
Unit 4B Colors	4	5	*Formative:* ● Observation of oral discourse ● Class participation ● questioning ● student response ● Pronunciation of target vocabulary

			Summative: ● Color flip interactive flipbook ● El Arco Iris/ color and identify the colors of a rainbow ● Listening quiz /colors following teacher oral directions.