

Kindergarten World Language

Unit Title: Unit 1: Greetings and Farewells

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 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.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.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.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.

NJSLS - Visual and Performing Arts

- 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

Essential/Guiding Question:

- How could you say hello?
- How could you say good-bye?
- How do you ask someone his/her name?
- How do you ask someone how he/she is feeling?
- How can you state how you feel?

Content:

Greetings and Farewells:

- Hola (*hello*)
- Adios (*good-bye*)

Skills(Objectives):

- Use proper greetings
- Bid farewell to a peer
- Express emotions

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<ul style="list-style-type: none"> • Buenos días (<i>Good morning</i>) • Buenas tardes (<i>Good afternoon</i>) • Buenas noches (<i>Good night/evening.</i>) • Hasta luego (<i>See you later.</i>) <p>Introductions:</p> <ul style="list-style-type: none"> • ¿Cómo te llamas? (<i>What 's your name?</i>) • Me llamo.... (<i>My name is....</i>) <p>Courtesies and Emotions:</p> <ul style="list-style-type: none"> • ¿Cómo estás? (<i>How are you?</i>) • bien (<i>well</i>) • mal (<i>not well/sick</i>) • así, así (<i>so, so/okay</i>) 	<ul style="list-style-type: none"> • Select an appropriate greeting for the time of day • Ask someone his/her name and respond to the question
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Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS ELA Standards

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.UM.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

6.1.2 HistoryUP.1 - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoprySE.1 - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Interactive Dialogues
- Role-play
- Puppet Presentation

Other Evidence:

- Quarterly Assessments
- Oral Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Using a PowerPoint, introduce the following greetings and farewells:
-Hola (*hello*)
-Adios (*good-bye*)
-Hasta luego (*See you later*)

Resources:

Lesson 1

- PowerPoint presentation

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- Role Play – Students enter and leave the classroom practicing the appropriate greeting.
- View video showing interactions between friends in Spanish

Lesson 2

- Review previous lesson's vocabulary using greetings video.
- Using PowerPoint, introduce the phrases:
-Buenos días (*Good morning*)
-Buenas tardes (*Good afternoon*)
-Buenos noches (*Good night/evening*)
- Students take turns greeting classmates while acting out something done during that time of day. (Ex. Eating breakfast or laying down in bed)
- Using visuals, display a time of day. Students select the appropriate greeting for that time.

Learning Opportunities/Strategies:

Lesson 3

- Review last week's vocabulary.
- Using a PowerPoint, introduce the following:
-¿Cómo te llamas? (*What 's your name?*)
-Me llamo... (*My name is...*)
- View a video that introduce a “¿Cómo te llamas?” chant.
- Students in a circle will practice the chant and respond with their own name.
- Students act out an interaction using made up names.

Lesson 4

- Review previous lesson's vocabulary using a video.
- Introduce the following courtesies and emotions:
-¿Cómo estás? (*How are you?*)
-bien (*well*)
-mal (*not well/sick*)
-así, así (*so, so/okay*)
- Utilize Total Physical Response to practice new vocabulary (e.g., Teacher shows thumbs-up and

- Video

Lesson 2

- Greetings Video
- PowerPoint presentation
- Pictures representing time of day

Resources:

Lesson 3

- PowerPoint presentation
- PowerPoint presentation
- Song video

Lesson 4

- Video
- PowerPoint presentation

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<p>a smile to demonstrate bien. Students repeat words and motions.).</p> <ul style="list-style-type: none"> Students view pictures of children and babies in different moods. Students say how each child is feeling. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 5</p> <ul style="list-style-type: none"> Review the previous lesson's vocabulary using PowerPoint. Students receive a worksheet with blank boxes labeled with dialogue and draw a picture to demonstrate each word or phrase. Students present their illustrations to the class. <p>Lesson 6</p> <ul style="list-style-type: none"> Using previous PowerPoints and videos, review vocabulary. Puppet Show: Students take turns giving hand puppet presentations using their new phrases. 	<ul style="list-style-type: none"> Pictures of different emotions <p><u>Resources:</u></p> <p>Lesson 5</p> <ul style="list-style-type: none"> PowerPoint presentation Worksheet Reference pictures <p>Lesson 6</p> <ul style="list-style-type: none"> PowerPoint presentation Videos Hand puppets Puppet stage
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment Use of consistent repetition	Use of consistent repetition Directions repeated, clarified, reworded, and modeled Individualized attention

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		Directions repeated, clarified, reworded, and modeled	
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Unit Title: Unit 2 – Colors and Shapes

Stage 1: Desired Results

Standards & Indicators:

World Language Standards

- 7.1.NL.IPRET.2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPERS.1. Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3. Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4. React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS Mathematics

- K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.B. Analyze, compare, create, and compose shapes.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CI.2. Demonstrate originality and inventiveness in work.
- 9.4.2.TL.1. Identify the basic features of a digital tool and explain the purpose of the tool.

NJSLS - Visual and Performing Arts

- 1.2.2.Cr1c: Explore form ideas for media art production with support.
- 1.2.2.Cr1d: Connect and apply ideas for media art production.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Essential/Guiding Question:

- What are the basic colors in Spanish?
- How can you say if you like or dislike a color?
- What are the basic shapes in Spanish?
- How can you state a shape of a certain color?
- What are the characteristics of each shape?

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<p>Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	
<p><u>Content:</u></p> <p><u>Colors:</u></p> <ul style="list-style-type: none"> • rojo (red) • amarillo (yellow) • azul (blue) • anaranjado (orange) • morado (purple) • verde (green) • blanco (white) • negro (black) • gris (gray) • rosado (pink) • marrón / de color café (brown) <p><u>Phrases:</u></p> <ul style="list-style-type: none"> • Me gusta... (I like...) • No me gusta (I don't like...) • ¿De qué color es...? (What color is...?) <p><u>Shapes:</u></p> <ul style="list-style-type: none"> • triángulo (triangle) • círculo (circle) • cuadrado (square) • rectángulo (rectangle) • óvalo (oval) • corazón (heart) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recall words for the colors • State like/dislike • Recall the words for the basic shapes • Identify characteristics of each shape • Describe the shapes with color
<p><u>Interdisciplinary Connections</u></p> <p>Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p>RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>SL.UM.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>6.1.2 HistoryUP.1 - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p> <p>6.1.2.HistoprySE.1 - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.</p>	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Participation • Individual Responses • Cooperative Activities • Discussions of Similarities and Differences • Listening Skills 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Quarterly Assessments • Oral Assessment

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Using a PowerPoint, introduce following vocabulary:
 - rojo (red)
 - amarillo (yellow)
 - azul (blue)
 - anaranjado (orange)
 - morado (purple)
 - verde (green)
 - blanco (white)
 - negro (black)
 - gris (gray)
 - rosado (pink)
 - marrón/de color café (brown)
- Students view a song video referencing all the colors.
- Students play a game where they respond with an action if they are wearing a certain color.
- Students take turns finding the different colors around the classroom.

Lesson 2

- Review previous day's vocabulary using color posters.
- Students view a video reviewing the colors.
- Students are introduced to:
¿De qué color es...? (What color is...?)
- Students practice colors with a colorful animal PowerPoint presentation.
- Students take turns designing clothing outfits by following verbal commands of what color to draw each clothing item.

Learning Opportunities/Strategies:

Lesson 3

- Review vocabulary using video.
- Students will play a SmartBoard memory game using the Spanish colors.
- Students complete activity by choosing the correct color for the small piece of paper which will get crumpled and tossed.

Resources:

Lesson 1

- PowerPoint Presentation
- Video
- Color cards for visual reference

Lesson 2

- Posters
- Video
- PowerPoint Presentation
- Colored markers

Resources:

Lesson 3

- Video
- SmartBoard game
- Small pieces of scrap paper
- Crayons

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- Students move the colors underneath the “*Me gusta*” or “*No me gusta*” columns.

Lesson 4

- Review vocabulary using PowerPoint and video.
- Students make predictions about what colors will be created by mixing other colors.
- Teacher mixes different color liquids with food coloring or different color paints and students view the outcome.
- Students stand underneath the color posters hanging around the room. Given verbal commands, students swap groups.

Learning Opportunities/Strategies:

Lesson 5

- Review previous vocabulary using a video.
- Students will be presented with shapes vocabulary:
-triángulo (triangle)
-círculo (circle)
-cuadrado (square)
-rectángulo (rectangle)
-óvalo (oval)
-corazón (heart)
- Discuss the characteristics of each shape based on sides and curves.
- Students take turns in small groups creating the shapes using their bodies.

Lesson 6

- Review colors using colors video.
- Review shapes using PowerPoint.
- Students get a worksheet with blank shapes. Students are told which colors to color in most of the shapes. For the remaining shapes, students pick the colors themselves.
- Students present to the class in Spanish which colors they chose for the remaining shapes.

- Colored pictures or paper

Lesson 4

- Video
- PowerPoint presentation
- Color posters
- Paint or colored liquids
- Color Posters

Resources:

Lesson 5

- Video
- PowerPoint presentation
- Shape visuals
- Shape visuals

Lesson 6

- Video
- PowerPoint presentation
- Shapes worksheet
- Crayons

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities

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Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Unit Title: Unit 3 – Numbers 1-10

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 7.1.NL.IPRET.2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPERS.1. Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4. React to a few procedural instructions, directions, and commands in classroom situations.

NJSLS Mathematics

- K.CC.A. Know number names and the count sequence.
- K.CC.B. Count to tell the number of objects.
- K.CC.C. Compare numbers.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 9.4.2.CT.3. Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

NJSLS - Visual and Performing Arts

- 1.2.2.Cr2b: Connect and apply ideas for media art production.
- 1.2.2.Cr2c: Choose ideas to create plans for media art production.

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<p><u>Central Idea / Enduring Understanding:</u></p> <p>Listening Comprehension: Students will understand and interpret spoken communication.</p> <p>Verbal Skills: Through prompting, students will answer content-related questions.</p> <p>Knowledge of Culture: Students will display culturally appropriate behaviors, both verbally and non-verbally.</p> <p>Students Participation: Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.</p> <p>Reading/Writing: Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.</p>	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What are the numbers one through ten? • How can you ask how many of something there are? • How can you state a quantity? • How do you tell someone to count with you? • How can you add numbers in Spanish?
<p><u>Content:</u></p> <p><u>Numbers:</u></p> <ul style="list-style-type: none"> • uno (one) • dos (two) • tres (three) • cuatro (four) • cinco (five) • seis (six) • siete (seven) • ocho (eight) • nueve (nine) • diez (ten) <p><u>Actions:</u></p> <ul style="list-style-type: none"> • saltos (hops) • aplausos (claps) • deditos (little fingers) <p><u>Phrases:</u></p> <ul style="list-style-type: none"> • ¿Cuánto/s? (How much/How many?) • Hay (There are/There is) • ¡Cuenta conmigo! (Count with me!) • Otra vez (Again) • Más (More) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Recite the numbers from one to ten • Interpret the numbers when spoken • Ask for a quantity • State the quantity • Respond to and use the command, "Count with me!" • Solve addition equations in Spanish
<p><u>Interdisciplinary Connections</u> Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.</p> <p><u>NJSLS Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> • 4. - Model with mathematics. • 5. - Use appropriate tools strategically. • 6. - Attend to precision. 	

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NJSLS ELA Standards

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.UM.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

6.1.2 HistoryUP.1 - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistoprySE.1 - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Participation
- Individual Responses
- Cooperative Activities
- Student-led Activities
- Individual Activities
- Total Physical Response
- Mathematic Equations

Other Evidence:

- Quarterly Assessments
- Oral Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1

- Introduce the numbers 1-10 by counting on one's fingers.
- uno (one)
- dos (two)
- tres (three)
- cuatro (four)
- cinco (five)
- seis (six)
- siete (seven)
- ocho (eight)
- nueve (nine)
- diez (ten)
- Practice counting on a number line.
- Students view a video to practice counting.
- Contando y Bailando: Students form a circle and count in Spanish going from student to student. Whoever is the tenth student, gets to go into the center of the circle and showcase best dance moves.
- Students play a SmartBoard game where they choose the correct number.

Learning Opportunities/Strategies:

Lesson 2

Resources:

Lesson 1

- Number line
- Video
- SmartBoard Activity

Resources:

Lesson 2

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<ul style="list-style-type: none">• Review previous day's vocabulary using PowerPoint.• Students practice counting while watching a numbers video.• Introduce vocabulary: -¿Cuánto/s? (How much/How many?) -¡Cuenta conmigo! (Count with me!)• Practice simple math equations in Spanish on the board.• Students view pictures with groups of animals. Together the class adds the groups to see how many total animals. <p><u>Lesson 3</u></p> <ul style="list-style-type: none">• Review all numbers vocabulary using PowerPoint and video.• Diez Deditos song: To the tune of Ten Little Indians Use actions to count to ten. -saltos (hops) -aplausos (claps) -deditos (little fingers)• Incorrecto Game: Teacher counts in Spanish occasionally making an error. When students hear the mistake, they say "Incorrect!" and correct the teacher.• Number Search: Students find the numbers in the room following verbal cues. <p><u>Learning Opportunities/Strategies:</u></p> <p><u>Lesson 4</u></p> <ul style="list-style-type: none">• Review all numbers vocabulary using numbers video.• Choose side activity: Two numbers are shown and a number is said aloud. Students walk to the correct side.• Kinesthetics: Students take turns coming up with actions that one can do when counting to ten. (Ex. Push-ups, wiggle, etc.)• Students practice writing numbers on sentence strips. <p><u>Lesson 5</u></p> <ul style="list-style-type: none">• Review all number vocabulary using numbers video.	<ul style="list-style-type: none">• PowerPoint presentation• Video• White Board• Number line• Pictures of animal groups <p><u>Lesson 3</u></p> <ul style="list-style-type: none">• Video• PowerPoint presentation• Diez Deditos Song/Video• Number line <p><u>Resources:</u></p> <p><u>Lesson 4</u></p> <ul style="list-style-type: none">• Video• SmartBoard presentation• Sentence strips• Dry-erase markers <p><u>Lesson 5</u></p> <ul style="list-style-type: none">• Video
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- Paper Numbers: Students get thin strips of paper. Students are told a number and have to make that number on the table out of the strips of paper.
- Students get a paper with numbers boxes. Students draw the number of objects in each box.

Lesson 6

- Review all numbers vocabulary using numbers video.
- Fly Swatter game: Students are told a number and swat that number on the board.
- Ice Cream SmartBoard game: Students drop ice cream scoops on the cone and count in Spanish.

- Paper strips

- Worksheet

Lesson 6

- Video
- Fly swatters
- Magnetic numbers
- SmartBoard game

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology
Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

Kindergarten World Language

Unit Title: Unit 4 - Farm Animals

Stage 1: Desired Results

Standards & Indicators:

NJSLS World Language

- 7.1.NL.IPRET.2. Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPERS.1. Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.4. React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.PRSNT.2. Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1. Recognize ways to volunteer in the classroom, school and community.
- 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.

NJSLS - Visual and Performing Arts

- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.

Central Idea / Enduring Understanding:

Listening Comprehension:

Students will understand and interpret spoken communication.

Verbal Skills:

Through prompting, students will answer content-related questions.

Knowledge of Culture:

Students will display culturally appropriate behaviors, both verbally and non-verbally.

Students Participation:

Students will follow simple oral directions and requests for participating in age-appropriate classroom activities.

Reading/Writing:

Students will create and present orally or in writing a project that demonstrates and uses the concepts acquired through the year.

Essential/Guiding Question:

- What are the common farm animals in Spanish?
- How can you ask where something is?
- What do the animals say in Spanish?
- In what ways do farm animals help humans?
- Why are there animals on a farm?
- How can you state the number of animals?

Content:

- La Granja (*The Farm*)

Animals:

- cerdo (*pig*)
- vaca (*cow*)
- caballo (*horse*)
- cabra (*goat*)
- oveja (*sheep*)

Skills(Objectives):

- Recall the words for several common farm animals
- Respond to oral cues to find the animals
- Use numbers to state quantities

Kindergarten World Language

<ul style="list-style-type: none"> • pollo (chicken) • pato (<i>duck</i>) • perro (<i>dog</i>) • gato (<i>cat</i>) <p>Phrases:</p> <ul style="list-style-type: none"> • ¿Dónde está...? (<i>Where is...?</i>) • ¿Cuál te gusta más? (<i>Which do you like more?</i>) • Quiero... (<i>I want...</i>) <p>Numbers:</p> <ul style="list-style-type: none"> • uno (<i>one</i>) • dos (<i>two</i>) • tres (<i>three</i>) • cuatro (<i>four</i>) • cinco (<i>five</i>) • seis (<i>six</i>) • siete (<i>seven</i>) • ocho (<i>eight</i>) • nueve (<i>nine</i>) • diez (<i>ten</i>) 	<ul style="list-style-type: none"> • Discuss the ways in which animals can help humans
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Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the art discipline demands varied access to any of the following areas: art, English Language Arts, social studies, science, mathematics, physical education and/or technology.

NJSLS Standards for Mathematical Practice

- 4. - Model with mathematics.
- 5. - Use appropriate tools strategically.
- 6. - Attend to precision.

NJSLS ELA Standards

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

SL.UM.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

K-2-ETS1-2 - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

6.1.2 HistoryUP.1 - Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

6.1.2.HistorySE.1 - Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Participation • Individual Responses • Cooperative Activities • Role-play • Individual Activities • Student-led Discussions 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Quarterly Assessments • Oral Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Lesson 1</u></p>	<p><u>Resources:</u></p> <p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • PowerPoint presentation
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Kindergarten World Language

- Using a PowerPoint, introduce following vocabulary:
 - cerdo (*pig*)
 - vaca (*cow*)
 - caballo (*horse*)
 - cabra (*goat*)
 - oveja (*sheep*)
 - pollo (*chicken*)
 - pato (*duck*)
 - perro (*dog*)
 - gato (*cat*)

- I Spy: Teacher leads an I Spy activity with pictures of farms using “¿Dónde está...?”
- GIF: Students will view little videos of farm animals and teacher will lead them to the correct words for each animal.

Lesson 2

- Review the previous day’s vocabulary using PowerPoint.
- Students view a Spanish video of a farm song.
- Animal Roleplay: Students take turns acting out each animal.
- ¿Cuál te gusta más?: Students are shown two pictures and move to the side of the animal they like more.

Learning Opportunities/Strategies:

Lesson 3

- Review all animal vocabulary using PowerPoint.
- I Spy: Students turn and talk before the class discusses as a group.
- Scavenger Hunt: Students take turns finding the animals hidden around the room by following verbal commands.

Lesson 4

- Review previous vocabulary with a PowerPoint.
- The pictures of animals will be hung around the room. Students stand beneath the pictures and move to different groups when hearing verbal commands.
- Animal Sounds: Students hear each animal’s sound, and walk and stand underneath that picture.

- Farm scene pictures
- Animal GIF videos

Lesson 2

- PowerPoint presentation
- Video
- Animal pictures with arrows

Resources:

Lesson 3

- PowerPoint presentation
- Farm scene pictures
- Toy animals

Lesson 4

- PowerPoint presentation
- Animal pictures
- Animal sound recordings

Kindergarten World Language

- GIFS: Students view short videos of each animal and identify the animal they are watching.

Learning Opportunities/Strategies:

Lesson 5

- Review days of the week vocabulary using PowerPoint.
- I Spy: Students turn and talk before and lead the discussion after.
- Students sit in circle with toy animals in the center. Teacher gives cues using “Quiero...” and students fetch that animal. Students then take turns giving the prompts to their classmates.

Lesson 6

- Using PowerPoint and video review animal vocabulary words.
- Students discuss how each of the farm animals help humans. (Ex. Chickens give us eggs and we can ride horses.) Discuss the importance of certain animals for different cultures around the world.
- Students receive sheets of paper with animal pictures and an empty barnyard. Students choose the farm animals and cut and paste them onto the barn scene.
- Students present their work to their classmates.

Lesson 7

- Using PowerPoint and video review animal vocabulary words.
- Students draw the correct number of each farm animal in the boxes.
- GIFS: Students view short videos of each animal and tell which animal they are watching.

- GIF picture/videos

Resources:

Lesson 5

- PowerPoint presentation
- Farm scene pictures
- Toy animals

Lesson 6

- PowerPoint presentation
- Video
- Farm scene pictures
- Animal cutouts
- Farm scene
- Scissors and glue

Lesson 7

- PowerPoint presentation
- Video
- Worksheet
- GIF videos

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Utilize visuals	Small group instruction and center activities	Small group instruction and center activities	Small group instruction and center activities
Utilize technology	Utilize of visuals	Utilize of visuals	Utilize of visuals
Physically model for students (TPR)	Utilize technology	Utilize technology	Utilize technology

Kindergarten World Language

Provide samples of student work	Physically model for students (TPR)	Physically model for students (TPR)	Physically model for students (TPR)
Student-led activities	Provide samples of student work	Provide samples of student work	Provide samples of student work
Enrichment of content	Material Organization	Material Organization	Material Organization
Personalization of projects and presentations	Pair with higher-achieving students	Pair with on grade level or higher-achieving students	Pair with on grade level or higher-achieving students
	General use of varied modalities – kinesthetic, visual, auditory, tactile	Specific use of modalities - kinesthetic, visual, auditory, tactile	Extra time allotment
		Extra time allotment	Use of consistent repetition
		Use of consistent repetition	Directions repeated, clarified, reworded, and modeled
		Directions repeated, clarified, reworded, and modeled	Individualized attention

World Language Pacing Guide Grade K

MP	Units	*Unit TOTAL	Cumulative **TOTAL
MP1	Unit 1 – Greetings	42 days	42 days
MP2	Unit 2 – Colors and Shapes	42 days	84 days
MP3	Unit 3 – Numbers 1-10	48 days	132 days
MP4	Unit 4 – Farm Animals	48 days	180 days

* Unit Total is inclusive of introduction, instruction, assessment, projects, etc. for that particular unit.

** Cumulative Total is a running total, inclusive of prior and current units.