

Kindergarten - Intro to Spanish: All About Me

Content Area: **World Language**
Course(s): **CP 21st Century World, World Language Grade K, World Language Grade 1**
Time Period: **Trimester 1**
Length: **27 Weeks**
Status: **Published**

Course Pacing Guide

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders.

Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages education.

(World Languages Education in the 21st Century <https://www.nj.gov/education/aps/cccs/wl/>)

	Unit	MP/Trimester	Weeks
All About Me		Trimester 1,2,3	27

Rev. August 2020

Unit Overview

Students use the target language in the three modes of communication to explore physical characteristics, personality qualities, and likes and examine what they share in common with members of the target culture. They understand that their experiences help shape their personal identity. They understand that they are special. This is a year long All About Me unit for Kindergarteners who are Novice Low language learners.

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts,

videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines..

(Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Presentational Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Enduring Understandings

Enduring Understandings (The big ideas):

I can only talk about things that I have practice saying.

Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.

Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.

Even though I don’t know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.

Essential Questions

Essential Questions:

How can I talk to someone in another language when I am just starting to learn it?

How can I better understand when I do not know everything I read or hear?

What will help my classmates, my teacher, and others understand me better?

How can I better understand, respect and embrace a culture with different practices and beliefs?

New Jersey Student Learning Standards (No CCS)

- 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.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 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.

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WL.NL.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. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Amistad Integration

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust/Genocide Education

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

LA.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.SL.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SOC.K-4.1.2.1	Determine locations of places and interpret information available on maps and globes.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Technology Standards

- Thematic unit: “Intro: All About Me”
 - Books: *Un pez es un pez* por Leo Lionni
 - *Su propio color* por Leo Lionni
 - *Tren de carga* por Donald Crews
 - *La luz de Lucia* por Margarita Del Mazo
 - *Pinta ratones* por Ellen Stoll Walsh
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- Smart Board/ LCD projector/Promethean Board
 - Music (iPod), YouTube Lyrics (various songs and artists)
 - Haiku Deck, Prezi, Google Slides
 - Discovery Education & Streaming
 - YouTube, Vimeo, Animoto, FlipGrid
 - Real photographs and instruments
 - Smore Newsletters, Twitter, Facebook (communicate with parents)
 - HD Camera
 - Teacher Google Site

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.2.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Themes/Careers

21st Century Skills Map

https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

Developed through a year-long collaborative process, spear-headed by the American Council on the Teaching of Foreign Languages (ACTFL) and P21, **this map reflects the collective effort of hundreds of World Language teachers and illustrates the integration of World Languages and 21st Century Skills. This map provides educators, administrators and policymakers with concrete examples of how 21st Century Skills can be integrated into core subjects**

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Financial Literacy Integration

Instructional Strategies & Learning Activities

Core Content/Objectives		Instructional Actions Activities/Strategies	
Concepts	Skills	Learning Activities/ Differentiation	Assessment
What students will know	What students will be able to do	Interdisciplinary Connections	How learning will be assessed
<ul style="list-style-type: none"> Classroom vocabulary and commands Greeting and farewell vocabulary Expressing names using “llamarse” Expressing favorite colors using “Mi color favorito es ____.” Expressing favorite numbers by using “Mi número favorito es ____.” Numbers 1-10 Colors Color of skin Color Mixing Shapes Animals and sounds Pronunciation of different words and expressions Cultural practices 	<ul style="list-style-type: none"> Understand important classroom commands that Spanish-speaking people use daily in the classroom React and respond to TPR activities in every class. Respond to learned questions such as ¿Cómo te llamas?; ¿Qué color es?; ¿Qué número es?; ¿Cuál es tu color favorito?; ¿Cuál es tu número favorito? Name color of own skin Mix colors to name new colors (ex: azul + amarillo = verde) Ask memorized questions ¿Cómo te llamas?; ¿Qué color es?; ¿Qué número es?; 	<ul style="list-style-type: none"> Pre-teach new vocabulary using TPR, objects, realia, visual presentations and story telling prompts Pair review of vocabulary Use music and rhythms as part of the lesson (“Buenos días/buenas tardes”, “Hola, Amigo”, “A tutti ta” “Buenos días a todos aquí”, “Los colores”, “1,2,3 Cha Cha Cha”, “Feliz cumpleaños”, “Adiós amiguitos”) Ask Natural Approach questions to facilitate language production. Give period of input activities (Comprehension precedes) 	<ul style="list-style-type: none"> Daily observations Participation in class TPR responsiveness and readiness Game participation Memorize songs Create interpersonal, presentational and interpretive communication activities that will facilitate language production Use integrated performance assessments at the end of the unit in the 3 modes of communication to see what the students can do with the language. Utilize Rubrics for different communicative tasks to be able to

and beliefs

¿Cuál es tu color favorito?; ¿Cuál es tu número favorito?

- Understand how questions are formed and written in Spanish
- Recall and tell different colors and shapes
- Count from numbers 1-10
- Recognize shapes used in famous paintings by Spanish artists: Joan Miró y Pablo Picasso
- Make animal sounds in Spanish
- Compare the sounds in L1
- Identify, recognize and use different vocabulary words that will appear during the read alouds
- Engage in small conversations by using yes/no answers or choice A/B answers; names; words; phrases

production)

- Students answer in early emergence speech
- Present input one at a time
- Create interpersonal activities that will facilitate language productivity.
- Pre-teach and guide students to learn how to formulate questions.
- Show digital presentations with different vocabulary words and phrases pertaining to thematic unit
- Use a “Magic Box” as a tool that will promote language production and classroom participation.
- Discuss cultural information about certain practices and beliefs
- Locate places on map (geography) with a map and globe
- Use kinesthetic games such as “Simon dice”, “Pictionary” and “matamoscas” to reinforce vocabulary through

create a benchmark in terms of language proficiency

- I Can-Do Statements

movement and
repetition

- Play culturally-authentic videos/clips from Discovery Education.com, YouTube
- Use tweets from target language
- Interact with teacher websites
- Interact with Smart Tablets
- Read pictures books

Differentiated Instruction

- -provide lots of visuals and exaggerate actions
- multi-ability grouping students can look at each other during TPR activity
- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- -MODEL the activities
- -students may use graphic organizers during interpersonal activity
- -visual cues
- -preferential seating
- -access to Educational Assistant

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- The Hot Seat/Role-Play
- Student Data Inventories

- Game-Based Learning
- Grouping
- Rubrics
- Jigsaws
- Learning Through Workstations
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

Formative Assessments

Input and Output Activities that consist of:

- use of TPR: All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period whereby they build a comprehension base before ever being asked to speak. Once language is internalized, production emerges. In this TPR lesson, teacher models actions associated with vocabulary which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.
- Thumbs up/Thumbs down: After practicing a skill, ask students how they feel they are doing by showing thumbs up or thumbs down. Alternative: Students show a scale of 1-5 on their hand.
- Ticket out the door (Exit Slip): Determine if the lesson was successful by asking students to complete a quick question on their way out the door.
- Stop/Go: Give each student a card with stop sign on one side and a go sign on the other. As students are learning a new concept, they can flip the card to the stop sign when they need more explanation.
- Whiteboards: Students practice writing on a small whiteboard and then hold up their boards and compare their answers with the teacher's answer. Works great for spelling, vocabulary, verb conjugation, etc. Alternative : Students practice in pairs with flashcards.
- Scale of 1-4: The teacher evaluates a performance task (like a conversation) on a scale of 1-4. 4= You got it ! 3= Almost there. 2= Needs work. 1= Needs a lot of work.
- Four Corners: The teacher displays a question and 4 choices. Students choose an answer by going to different corners of the room. This will help the teacher determine which concepts are the most difficult for the class.
- Sequence Cards : Give students cut up sentences and have them try to put all of the words in sentences that make sense. This activity can be done individually or in pairs.
- Mini-Quizzes: Give students multiple quizzes in the same format as the test, so they can check their understanding.

Resources: <http://www.iwla.net/Resources/Documents/Formative%20Assessment.pdf>

Summative Assessment

Presentation Writing

Students will show their information by creating a train. Students will write the following on each wagon:

-front of train = name & skin color

-wagon: favorite color

-wagon: favorite number

-wagon: favorite shape

-wagon: favorite animal

Benchmark Assessments

NCSSFL-ACTFL CAN-DO STATEMENTS PROFICIENCY BENCHMARKS

<https://www.actfl.org/sites/default/files/CanDos/Intermediate%20Can-Do%20Statements.pdf>

ACTFL Benchmark Assessments

<https://www.actfl.org/assessment-professional-development/assessments-the-actfl-testing-office/actfl-assessments>

Oral Proficiency Interview (OPI) assesses how well a person speaks a language. It is an assessment of the [interpersonal listening and speaking communication mode](#). It is a 20 to 25-minute one-on-one interview between a certified ACTFL tester and an examinee. It is interactive, continuously adapting to each test-taker and their speaking abilities. The speaker's language ability is compared to the criteria outlined in the [ACTFL Proficiency Guidelines for Speaking](#), and then a proficiency rating is awarded.

Alternate Assessments

Use of FLENJ (Foreign Language Educators of NJ) CAPS Rubrics

Rubric for Novice Presentational Speaking/Writing

Rubric for Novice Interpretive Reading/Listening

Rubric for Novice Interpersonal

Resources & Technology

Resources/Technology:

- Thematic unit: “All About Me”
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- Smart Board/ LCD projector/Promethean Board
- Music (iPod), YouTube Lyrics (various songs and artists)
- Haiku Deck, Prezi, Google Slides
- Discovery Education & Streaming
- YouTube, Vimeo, Animoto, FlipGrid
- Real photographs and instruments
- Smore Newsletters, Twitter, Facebook (communicate with parents)
- HD Camera
- Teacher Google Site
- <http://flenj.org/> FLENJ
- <https://www.actfl.org/> ACTFL
- <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf> NJ Student Learning Standards for World Languages

BOE Approved Texts

Closure

- Examples:
- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Graphic organizers

Special Education

<https://www.nj.gov/education/specialed/> Resources

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.

- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule

- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

Resources <https://www.nj.gov/education/aps/cccs/gandt/>