Englewood Public School District
World Language, Spanish-Pre-K
First Marking Period

Unit 1: Greetings, Personal Information, Expression, Classroom Words, Opposites, and Hispanic Heritage

Overview: During this unit, students will be introduced to the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to greet others, share personal information, express themselves in a positive manner, learn about the classroom, and basic opposite words. Students will also learn about the Hispanic culture including Spanish speaking countries, flags, and simple traditional Spanish songs. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 40 to 44 Days

Enduring Understandings:

- *I can interact and play games with others using Spanish vocabulary.*
- *I can greet others in Spanish using simple memorized phrases and culturally appropriate gestures.*
- *I can introduce myself to others using Spanish phrases.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *I can answer simple yes and no questions in Spanish.*
- *I can label items in my classroom using Spanish vocabulary words.*
- *I can identify and label items into specific categories.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How do I approach, greet, or address my audience?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me navigate my classroom better?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.	**Topics** Greetings, personal information, expressions, Hispanic Heritage Month, Flags of Latin-American Countries represented by EPSD, categories	Students will sing a Spanish Greeting song (NJSLSA.SL1, NJSLSA.SL4, 6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.3)	Sing-a-long Spanish Greeting Song https://youtu.be/hrRfkw2n-As Spanish Playground Category: Preschool Spanish Activites	Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing,

7.1.NM.B.2 **Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.** **7.1.NM.B.3** **Use appropriate greetings and leave taking from the target culture in a variety of scenarios.** **Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.** **7.1.NM.B.4** **Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.** **Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.** **7.1.NM.C.4**	*Twenty-First Century Themes and Skills include:* • Social and Cross cultural skills • The Four C's-Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 **Objectives** Students will • Understand that it is possible to communicate in a foreign language • Communicate their name and use Spanish greetings appropriately • Listen to, learn, and sing Spanish songs • Understand and say Spanish rhymes • Use appropriate gestures when greeting others, leaving others, and in daily interactions • Ask simple questions in target language. • Understand and use common Spanish expressions e.g. si/no/gracias/de nada	Students will play games that will introduce and use simple basic Spanish phrases and commands such as "Hola, hola, hasta luego" (a.k.a. 'Duck, Duck, Goose' substituting "hola" for the touch word "duck" and "hasta luego/adios" for the word 'goose'). (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.3, 6.1.P.D.4, 8.1.P.C.1, 9.1.4.D.1, 9.1.4.D.3) Students will learn how to share personal information by learning the phrases "Me llamo" and "Como te llamas?" teacher will create a chart with the phrases and will model using the phrases, then will have students take turns asking and answering your name with one another. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.3, 6.1.P.D.4, 8.1.P.C.1, 9.1.4.D.1, 9.1.4.D.3) Teacher will label objects throughout the classroom	https://www.spanishplayground.net/category/preschool/ Rockalingua-Music based Spanish Learning https://rockalingua.com/songs Around the Room Labels-Spanish/English http://www.canyonsdistrict.org/images/Spanish-English_room_signs_.pdf Flag Coloring Sheets http://www.spanish411.net/resources/FlagColoringSheets.pdf Make Marvelous Maracas https://makingmulticulturalmusic.wordpress.com/2011/10/12/make-some-marvelous-maracas/	drawing, speaking, and singing Teacher will observe and/or take anecdotal notes and ask students to point to the image or picture that represents the words hot/cold and small/big **Alternative Assessment:** Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.

Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **7.1.NM.B.1** **Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.** **7.1.NM.A.4** **Identify familiar people, places, and objects based on simple oral and/or written descriptions.**	• Identify and label classroom objects in Spanish • Learn about the different countries where Spanish speakers live • Learn about the Hispanic Heritage month in the United States • Identify flags from Spanish speaking countries • Explore and celebrate Hispanic cultural celebrations • Use print, recorded, and digital media to learn Spanish	with Spanish labels: Silla, mesa, lapiz, maestro(a) Class will conduct a Spanish word hunt and find all the Spanish words labeled throughout the classroom. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP12, 8.1.P.C.1, 9.1.4.A.5, 9.1.4.C.1) Students will create a book drawing different classroom objects and sing a song "En la clase. En la clase, Que hay en la clase?" (What is in the classroom?) (NJSLSA.SL4, NJSLSA.L6 6.1.P.D.3, 6.1.P.D.4, CRP6, 8.1.P.C.1, 9.1.4.D.3) In order to study Hispanic heritage, students will create: musical instruments, flags of different Spanish speaking countries, and dance to mariachi music (6.1.P.D.3, 6.1.P.D.4, CRP6, 8.1.P.C.1, 9.1.4.D.3) Students will perform:		

		"La Raspa" a traditional Mexican dance and will sing "Que Bonita Bandera" (NJSLSA.SL4, 6.1.P.D.3, 6.1.P.D.4, CRP6, 8.1.P.C.1, 9.1.4.D.3) Students will identify, distinguish, and classify objects, and things into their appropriate categories by: -Touching images and objects of items representing the words hot and cold (caliente/frio) -Identifying and cutting out objects and things that are hot and cold, big and small (grande/pequeño) -Sorting objects under specific categories and pasting them under the proper category (NJSLSA.L6, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.D.3)		

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA –
 https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.

This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.

More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	*Special Education*	*At-Risk*	*Gifted and Talented*
- Speak and display terminology - Teacher modeling - Peer modeling - Word walls - Give page numbers to help the students find answers - Provide visual aids - Provide additional time to complete a task - Use graphic organizers	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches - Work with a partner - Provide concrete examples - Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and provide oral prompts. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. - Provide opportunities for students to connect with	- Curriculum compacting - Inquiry-based instruction - Higher order thinking skills - Adjusting the pace of lessons - Use flexible grouping and centers to differentiate content, process, and product - Real world scenarios - Student Driven Instruction - Use project-based learning to connect Spanish with real world experiences. - Structure the learning around explaining or solving a social or community-based issue.

		people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SOCIAL STUDIES:
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

CAREER READY PRACTICES:
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:
8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:
9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Key Vocabulary: hola, adios, Buenos dias, Buenas tardes, Buenas, noche, ¿Como estas? Bien, gracias, hasta luego, Como te llamas? Me llamo, si, no, gracias, de nada, para, mira, escucha, silla, mesa, lapiz, maestro/a, Mexico, Colombia, Domincan Republic, El Salvador, caliente, frio, grande, pequeño, mamá, papá, hijo, hija

Englewood Public School District
World Language, Spanish-Pre-K
Second Marking Period

Unit 2: Families, Stories, Holidays, and Customs

Overview: During this unit, students will continue to be introduced to the Spanish language using songs, stories, and hands-on learning. Students will listen to traditional fairytales in Spanish, learn traditional holiday customs, family names, and songs. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 42 to 46 Days

Enduring Understandings:
- *I can interact and play games with others using Spanish vocabulary.*
- *I can listen to Spanish stories.*
- *I can sing songs in Spanish..*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *I can answer simple questions in Spanish.*

Essential Questions:
- *What is it like to learn a foreign language?*
- *How do I memorize and perform a song?*
- *What is a family?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 **Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.** **7.1.NM.B.2** **Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.** **7.1.NM.B.3**	**Topics** Fairytales, Holidays, and customs *Twenty-First Century Themes and Skills include:* - Social and Cross cultural skills - The Four C's-Communication, Collaboration, Critical-Thinking, and Creativity - Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2	Students will listen to "Ricitos de Oro y los tres Osos" ("Goldilocks and the Three Bears") Students will identify and classify things in a story that are big/small and hot/cold Students will learn and identify the words mother, father, son, and daughter (mamá, papá, hijo/hija) (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6,	Spanish Playground Category: Preschool Spanish Activites https://www.spanishplayground.net/category/preschool/ Rockalingua-Music based Spanish Learning https://rockalingua.com/songs Learn-Create-Love http://learncreatelove.com/printable-frosty-the-snowman-craft/	Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, listening, speaking, and singing Teacher will observe and/or take anecdotal notes and ask students to identify parts of a book and things that are big/small and hot/cold.

	Objectives	CRP4, 9.1.4.A.5, 9.1.4.D.1)	Frosty the Snowman template https://drive.google.com/file/d/0B5aoVxlVvTyyX1pEcTZXbXdKN0E/view	Teacher will observe student performance of "Mi Hombre de Nieve"
Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. **7.1.NM.B.4** **Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.** **Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.** **7.1.NM.B.5** **Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas** **7.1.NM.C.4** **Present information from age- and level-appropriate, culturally authentic materials orally or in writing.** **7.1.NM.B.1**	Students will • Understand that it is possible to communicate in a foreign language • Listen to, learn, and sing Spanish songs • Listen to Spanish stories and fairy tales • Ask and answer simple questions in target language. • Students will categorize and classify objects • Understand and use common Spanish expressions • Learn about different Latin American holiday traditions and customs • Explore and celebrate Hispanic holiday customs and traditions • Use print, recorded, and digital media to learn Spanish	Students will listen to and learn to sing "Frosty the Snowman" in Spanish ("Mi Hombre de Nieve") (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6 6.1.P.D.3, CRP4, CRP6, 8.1.P.C.1, 9.1.4.D.1) Students will perform the song:"Mi Hombre de Nieve" using gestures (NJSLSA.SL4, 6.1.P.D.3, CRP4, CRP6, 8.1.P.C.1, 9.1.4.D.1) Students will create the snowman described in the song (6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.3) Students will listen to the story "Hombre de Jengibre" ("The Gingerbread Man") (NJSLSA.L6,6.1.P.D.3, CRP4, CRP6, 8.1.P.C.1, 9.1.4.D.1) Students will create a gingerbread man Students will create a poinsettia craft in honor of the Mexican holiday tradition	Print-Color-Fun: Gingerbread man template https://printcolorfun.com/wp-content/uploads/print-this.php?printable=gingerbread-man-blank.png The Preschool Toolbox-Poinsetta Craft https://thepreschooltoolboxblog.com/poinsettia-cardboard-tube-3-d-crafts-preschool-kindergarten/	**Alternative Assessment:** Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.

Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. **7.1.NM.A.4** **Identify familiar people, places, and objects based on simple oral and/or written descriptions.**		(6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.3)		

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA –
 https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.
This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.
More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	*Special Education*	*At-Risk*	*Gifted and Talented*
• Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies	• Utilize modifications & accommodations delineated in the student's IEP	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written	• Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons

• Word walls • Give page numbers to help the students find answers • Provide visual aids • Provide additional time to complete a task • Use graphic organizers	• Work with paraprofessionals • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).	format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	• Use flexible grouping and centers to differentiate content, process, and product • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to connect Spanish with real world experiences. • Structure the learning around explaining or solving a social or community-based issue.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SOCIAL STUDIES:
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

CAREER READY PRACTICES:
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:
8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:
9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Key Vocabulary: Feliz Navidad, hombre de nieve, hombre de jengibre, mamá, papá, hijo/hija

Englewood Public School District
World Language, Spanish-Pre-K
Third Marking Period

Unit 3: Verbs, Colors, Characters, the Spanish Alphabet, and Days of the Week

Overview: During this unit, students will continue to be introduced to the Spanish language using songs, poems, chants, games, and hands-on learning. Students will learn colors, action words, days of the week and the Spanish alphabet. Students will also learn how to create mini-stories that have a main character. Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 43 to 47 Days

Enduring Understandings:
- *I can interact and play games with others using Spanish vocabulary.*
- *I can identify Spanish verbs.*
- *I can identify and label colors in Spanish.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *I can answer simple questions in Spanish.*
- *I can listen to stories.*
- *I can identify the main character(s) in a story.*
- *I can identify and label items into specific categories.*
- *I can sing/say the Spanish alphabet*
- *I can say the days of the week in Spanish*

Essential Questions:
- *What is it like to learn a foreign language?*
- *How does learning the Spanish alphabet improve my reading skills?*
- *How does identifying verbs in Spanish help me communicate better?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me understand texts?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response. **7.1.NM.B.2 Give and follow simple oral**	**Topics** Identifying colors, learning verbs, reading stories, and learning the Spanish alphabet *Twenty-First Century Themes and Skills include:* - Social and Cross cultural skills	Students will engage with SYMTALK flashcards to learn the following colors: rojo, azul, verde, amarillo, blanco, café, negro, morado, anaranjado (NJSLSA.L6, 8.1.P.A.3, 8.1.P.C.1, 9.1.4.D.1)	SYMTALK flashcards Spanish Playground Category: Preschool Spanish Activites https://www.spanishplayground.net/category/preschool/	Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, listening, and singing

and written directions, commands and requests when participating in age-appropriate classroom and cultural activities. **7.1.NM.B.3** **Use appropriate greetings and leave taking from the target culture in a variety of scenarios.** **Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.** **7.1.NM.B.4** **Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.** **Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.** **7.1.NM.C.4** **Describe self and others.** **Present information from age- and level-appropriate, culturally authentic**	• The Four C's-Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2 **Objectives** Students will • Understand that it is possible to communicate in a foreign language • Learn the Spanish alphabet and vowels • Listen to, learn, and sing Spanish songs • Understand and say Spanish rhymes • Create simple stories using flashcards • Ask simple questions in target language. • Understand and use common Spanish verbs e.g. jugar, mirar, comer, beber, tomar, gustar, tener • Identify and label colors in Spanish • Listen to a story in Spanish and ask and answer questions using learned Spanish words or phrases	Students will learn the following verbs: juega, mira, come, bebe, toma, me gusta, tiene and will use SYMTALK flashcards to reinforce their oral and auditory learning (NJSLSA.L6, 8.1.P.A.3, 8.1.P.C.1, 9.1.4.D.1) Students will be able to read sentences from the board using SYMTALK flashcards (NJSLSA.L6, 8.1.P.A.3, 8.1.P.C.1, 9.1.4.D.1) Students will create simple mini-stories containing a character, color word, and verb using SYMTALK flashcards. Students will use the following verbs to create stories: likes, wants, eats (NJSLSA.SL4, NJSLSA,SL6, 8.1.P.A.3, 8.1.P.C.1, 9.1.4.D.1) Class will conduct a Spanish color hunt and find specific colored objects throughout the classroom (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6,	Rockalingua-Music based Spanish Learning https://rockalingua.com/songs Abecedario Song https://rockalingua.com/songs/abc Additional Reading and Resources: *The Very Hungry Caterpillar*, by Eric Carle https://spanishmama.com/the-very-hungry-caterpillar-in-spanish/	Teacher will check listening comprehension and memorization by orally dictating a Spanish sentence and having a student identify the sentence on the board Teacher will check reading fluency and comprehension by orally dictating a sentence and having a student form the correct sentence using verbs/colors SYMTALK flashcards on the board Student will identify the first letter of their name in Spanish **Alternative Assessment:** Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.

materials orally or in writing.
 	
7.1.NM.B.1
Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
 	
7.1.NM.A.4
Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3)
		
		Students will play Simon Says (Simon dice) using colors, objects, and verbs:
		  o Stand if you have something orange
		  o Touch the blue chair
		  o Point to certain classroom objects (NJSLSA.SL1, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3)
		
		Students will be introduced to the Spanish alphabet by listening to the Abecedario song and singing-a-long to a poster of the Spanish alphabet (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.D.3, CRP4, CRP6, 8.1.P.C.1, 9.1.4.D.1)
		
		Students will recognize and say the first letter of their name in Spanish (NJSLSA.L6)
		Students will color in each letter of the Spanish alphabet with the given		

		color the teacher dictates (a-amarillo, b-verde…) (NJSLSA.L6, CRP4, CRP6, 9.1.4.D.1, 9.1.4.D.3) Students will identify the four additional unique Spanish letters: ch, ll, n, rr (CRP4, CRP6, 9.1.4.D.1, 9.1.4.D.3) Students will listen to the Spanish version of "Brown Bear, Brown Bear, What Do You See" (Oso pardo, Oso Pardo, que ves). Students will choral read the story along with the teacher and identify the different characters and color words in the story (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3) Students will sing a days of the week song, "Hoy es lunes" (NJSLSA.SL4, 6.1.P.D.3, CRP4, CRP6, 8.1.P.C.1, 9.1.4.D.1) Students will listen to "Today is Monday" by		

		Eric Carle and name the days of the week in Spanish (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3) Students will create a days of the week book with a page for each day of the week. Each page will have a drawing of something that happens on each day of the week (NJSLSA.SL4, 6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.1, 9.1.4.D.3)		

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA –
 https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support.
This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations.
More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	*Special Education*	*At-Risk*	*Gifted and Talented*
• Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies • Word walls • Give page numbers to help the students find answers • Provide visual aids • Provide additional time to complete a task • Use graphic organizers	• Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessionals • Use multi-sensory teaching approaches • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).	• Using visual demonstrations, illustrations, and models • Give directions/instructions verbally; provide oral prompts. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	• Curriculum compacting • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Use flexible grouping and centers to differentiate content, process, and product • Real world scenarios • Student Driven Instruction • Use project-based Spanish learning to connect Spanish with real world experiences. • Structure the learning around explaining or solving a social or community-based issue.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

SOCIAL STUDIES:
6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

CAREER READY PRACTICES:
CRP4.   Communicate clearly and effectively and with reason.
CRP6.   Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

INTEGRATION OF TECHNOLOGY STANDARDS NJSLS 8:
8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.
8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

INTEGRATION OF 21ST CENTURY LEARNING STANDARDS NJSLS 9:
9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.
9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Key Vocabulary: Domingo, lunes, martes, miércoles, jueves, viernes, sábado, rojo, amarillo, verde, blanco, negro, azul, naranja, morado, oso, pájaro, pato, caballo, rana, perro, gato, oveja, pescado, café, pararse, tocar, señalar, jugar, mirar, comer, beber

Englewood Public School District
World Language, Spanish-Pre-K
Fourth Marking Period

Unit 4: Numbers, Farm Animals, Body Parts, Neighborhood, and Community Workers

Overview: During this unit, students will continue learning the Spanish language using songs, poems, rhymes, and hands-on learning. Students will learn how to count from 1-10, learn about farm animals, body parts, their neighborhood, and community workers. Students will continue to develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 43 to 47 Days

Enduring Understandings:
- *I can interact and play games with others using Spanish vocabulary.*
- *I can count from 1-10 in Spanish.*
- *I can identify and say the names of farm animals.*
- *Learning another language will help me communicate with someone who is from a Spanish speaking country.*
- *I can answer simple yes and no questions in Spanish.*
- *I can identify and say body parts using Spanish vocabulary words.*
- *I can identify and say who community helpers in my neighborhood are.*

Essential Questions:

- *What is it like to learn a foreign language?*
- *How does learning a foreign language help me become a global citizen?*
- *How does learning Spanish help me use and understand my body?*
- *How does learning Spanish help me to know what animals live on a farm?*
- *How does learning Spanish help reinforce my listening and speaking skills?*
- *How does learning Spanish help me improve my math skills?*
- *How does learning Spanish help me navigate my community?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 **Demonstrate comprehension of simple, oral, and written directions, commands, and requests through appropriate physical response.** **7.1.NM.B.2** **Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.** **7.1.NM.B.3** **Use appropriate greetings and leave taking from the target culture in a variety of scenarios.**	**Topics** Numbers 1-10, farm animals, body parts, and neighborhood; community workers *Twenty-First Century Themes and Skills include:* • Social and Cross cultural skills • The Four C's- Communication, Collaboration, Critical-Thinking, and Creativity • Global Awareness http://classroom21.ncdpi.wikispaces.net/Framework+for+21st+Century+Skills+Overview+2	Students will listen to a read-aloud of "Diez Perritos" by Eric Carle (NJSLSA.L6, 6.1.P.D.4) Students will create a number book from 10 to 1according to the puppies from the Eric Carle Story. Students will count along in Spanish as each puppy disappears from the page (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.1, 9.1.4.D.3)	Spanish Playground Category: Preschool Spanish Activites https://www.spanishplayground.net/category/preschool/ Rockalingua-Music based Spanish Learning https://rockalingua.com/songs Youtube video: Spanish Vocabulary - Farm Animals / Los animales de la granja https://youtu.be/yI9U7GPAuRs	Teacher observes and/or takes anecdotal notes of the students focusing on verbal or non-verbal indications of comprehension while they are playing, drawing, speaking, and singing Teacher will assess students by observing and/or taking anecdotal notes to determine if students understand and can say unit vocabulary words

	Objectives	Students will be introduced to Spanish farm animal names by watching a short video clip that asks what each animal is (NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3)	Video, Games, and Activities Resource: https://pbskids.org/noah/ Learners will discover the Spanish language and culture through activities, games, and videos along with the relatable star character, Noah, who lives in a Spanish-speaking neighborhood.	**Alternative Assessment:** Students will respond to oral questioning and demonstrate proficiency on a checklist of Spanish language vocabulary. Students will create a portfolio of completed drawings and products related to their study of Spanish.
Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. **7.1.NM.B.4** **Ask and respond to memorized questions about physical characteristics and personality qualities using digital tools and face-to-face communication.** **Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.** **7.1.NM.C.4** **Describe self and others.** **Present information from age- and level-appropriate, culturally authentic materials orally or in writing.** **7.1.NM.B.1** **Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.** **7.1.NM.A.4**	Students will • Understand that it is possible to communicate in a foreign language • Count from 1-10 in Spanish • Listen to, learn, and sing Spanish songs • Understand and say Spanish rhymes • Use appropriate gestures when greeting others, leaving others, and in daily interactions • Ask and answer simple questions in target language • Label and say the names of farm animals • Identify, label, and say the main body parts in Spanish • Identify, label, and say who the main community workers are in their neighborhood • Create a Spanish book about their neighborhood • Use print, recorded, and digital media to learn Spanish	Teacher will create a chart with pictures and labels of the following farm animals in Spanish: dog, cat, hen, cow, rooster, chicks Students will comprehend, interpret, and respond to questions related to farm animals. Students will respond using yes or no answers (e.g. "Is this a cow?" "Yes it is a cow" or "No it is a hen") (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3) Students will create farm animal puppets using paper bags. Students will use paper bag farm puppets to perform the song "Vengan		

Identify familiar people, places, and objects based on simple oral and/or written descriptions.		a ver la granja que es hermosa" (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3) Students will play a round of "Heads Up, Seven Up" as an engagement activity to introduce Spanish body part vocabulary 1. Touch identified body part 2. Close and open your eyes (NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP12, 9.1.4A.5, 9.1.4.D.3) Students will play "Simon Says" (Simon dice) using body parts (NJLSA.SL6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP12, 9.1.4A.5, 9.1.4.D.3) Students will create a self-portrait book with labeled body parts (NJLSA.SL4, 6.1.P.D.3, 6.1.P.D.4, CRP6, 9.1.4.D.3) Studetns will sing and perform the song		

		"Hombros, pies, rodillas y la cabeza" (NJSLSA.SL4, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP12, 9.1.4A.5, 9.1.4.D.3) Students will create community worker puppets: police officer, fire fighter, doctor, teacher (NJLSA.SL6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP12, 9.1.4A.5, 9.1.4.D.3) Students will create their own neighborhood book, "Mi barrio es asi", drawing things they would find in their neighborhood. (NJSLSA.SL1, NJSLSA.SL4, NJSLSA.L6, 6.1.P.A.3, 6.1.P.D.4, CRP4, CRP6, 9.1.4.A.5, 9.1.4.C.1, 9.1.4.D.1, 9.1.4.D.3)		

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		• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	

Interdisciplinary Connections:

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9.1.4.D.1 Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.

9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.

Key Vocabulary: números 1-10, el perro, el gato, la gallina, el gallo, la vaca, los pollitos, cabeza, cara, nariz, boca, manos, dedos, pies, dedos de los pies, policía, bombero, doctor, maestra, barrio