

Kindergarten World Language Curriculum

Unit: Greetings and Leave-takings		Time: September- November	Standards: 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can greet people.• I can ask and answer the question “How are you?”• I can say good-bye.		
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Copy/write the greetings based on the time of day.○ Copy/write the question and answers that ask/answer how someone is feeling.○ Copy/write words and phrases used to say good-bye○ Converse in a brief exchange with a partner demonstrating understanding of greetings and leave-takings in Spanish.			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, worksheet✓ Summative (Culminating): checklist for oral assessment
			Materials <ul style="list-style-type: none">• Wipeboard/markers• Flashcards• Sequencing cards• songs

Kindergarten World Language Curriculum

SUGGESTED ACTIVITIES

- Greeting song to open every class
- Good-bye song to close every class
- Ask selected students to answer the question “¿Cómo estás?” after the initial lesson.
- Use Total Physical Response (TPR) to teach phrases
- Match phrases to pictures
- Story sequencing using pictures and phrases
- Play charades with TPR actions
- Short skits

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Hola, Buenos días, Buenas tardes, Buenas noches, ¿Cómo estás?, Señor, Señora, Señorita, Adiós, Hasta luego, Hasta mañana, Hasta pronto

Cross-Curricular Connections

21st Century Skills CRP1. Act as a responsible and contributing citizen and employee.- Students should learn the proper way to greet others.

Technology 8.2.2.B.3 Identify products or systems that are designed to meet human needs- Students can use translation apps or Siri to translate a greeting.

SE-Relationship Skills-Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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).

B. Continue a conversation through multiple exchanges.

Kindergarten World Language Curriculum

Unit: Colors and Family		Time: November- January	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can identify colors.• I can identify shapes• I can follow directions.• I can describe pictures.• I can describe shapes in terms of size.		<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Sing the color song.○ Name the basic shapes.○ Color specific shapes as directed.○ Describe shapes in terms of color and size.○ Family vocabulary used during daily conversations			Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, worksheet✓ Summative (Culminating): checklist for oral assessment
			Materials <ul style="list-style-type: none">• Crayons• Colored construction paper• Attribute blocks• Picture• “I Spy” game

Kindergarten World Language Curriculum

SUGGESTED ACTIVITIES

- Have students examine their crayons for different languages
- Introduce a few colors each lesson in combination with shapes
- Sing the color song
- Play “I Spy”
- Give directions to color certain shapes different shapes of varying sizes
- Sort attribute blocks
- Dress up as various family members and take a family portrait
- Recognize differences in families (large families, small families, single parent)
- Students can then describe the shapes and colors they used
- Heads up, 7 up with vocabulary to replace names
- Use Smartboard to sequence shapes in order of size
- Draw pictures of specific shapes

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Rojo, Verde, Azul, Blanco, Amarillo, Anaranjado, Café, Negro, Rosado , Morado, Grís , Cuadrado, Círculo, Triángulo, Rectángulo, Óvalo, Rombo/diamante, Grande, Pequeño, Mama, Papa, Hermana, Hermano, Bebe, Primo

Cross-Curricular Connections

21st Century Skills 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Technology 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

SE-Relationship Skills-Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- 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).**
- B. Continue a conversation through multiple exchanges.**

Kindergarten World Language Curriculum

Unit: Clothing		Time: February- April	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can count to 15.• I can identify clothing.• I can describe what someone is wearing.• I can ask what someone is wearing.• I can state my preference for clothing.	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>7.1NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Count up to 15○ Name at least 10 different clothing items○ Identify two articles of clothing that are unique to some Spanish speaking countries (rebozo, poncho, sombrero)○ Describe the clothes in terms of color and size○ Express preference for various clothing items○ Request the price for a particular item and pay using the correct number of pesos○ Take part in a mock-shopping activity, asking prices and purchasing clothing		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, worksheet✓ Summative (Culminating): checklist for oral assessment	
		Materials <ul style="list-style-type: none">• Ball• Exercise cards• Articles of clothing• Counting chips• iPad/Smarboard	

Kindergarten World Language Curriculum

SUGGESTED ACTIVITIES

- Heads up, 7 up with vocabulary to replace names
- Clothing song
- Count as we exercise or toss a ball
- Flashcards (traditional or digital) to introduce
- Bring in clothing and have students label each item
- Create a worksheet that allows them to count the clothing items
- Use counting chips or mock pesos to count to 15
- Popcorn questions (Students pop-up and answer me gusta when the teacher calls out an article of clothing they like. You can tally answers and have them count the results.)
- Use pictures with prices on the back and hold a mock-shopping market. Students can earn pesos for naming different items correctly.
- Use a word web/graphic organizer to describe a particular article of clothing
- Play ¿Quién soy?- Riddle game for the students to be the detectives and guess the hidden item
- View videos of Mexican markets (<http://youtu.be/x-WofpLNY8o>) (<http://youtu.be/76XYAocifbo>)

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Los pantalones, la camisa, el vestido, los calcetines, los zapatos, el sombrero, la chaqueta, las botas, el abrigo, la falda, los guantes, el gorro, ¿Que llevas puesto?, Me gusta/No me gusta

Cross-Curricular Connections

21st Century Skills 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Technology 8.2.2.B.3 Identify products or systems that are designed to meet human needs- Students can use translation apps or Siri to translate.

SE-Relationship Skills-Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- 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).**
- B. Continue a conversation through multiple exchanges.**

Kindergarten World Language Curriculum

Unit: On the Farm		Time: April- June	Standards:
Essential Questions <ul style="list-style-type: none">• Why do people speak different languages?• How is Spanish different from English?• Why is it important for me to learn another language?	Enduring Understandings <ul style="list-style-type: none">• I can identify farm animals• I can compare animal sounds in English and Spanish.• I can describe animals.• I can classify animals.• I can sing a traditional children’s song “Los Pollitos.”	<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>7.1NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ SWBAT<ul style="list-style-type: none">○ Name at least 5 different farm animals.○ Describe the color of different farm animals.○ Sort animals into different categories based on the characteristics of each.○ Compare and contrast the animal sounds as well as the phonetic representation in both languages.○ Sing and perform “Los Pollitos.”		Other Assessments <ul style="list-style-type: none">✓ Formative (On-going): Teacher observation, worksheet✓ Summative (Culminating): checklist for oral assessment	
		Materials <ul style="list-style-type: none">• Number flashcards• Animal pictures• iPad/Smartboard	

Kindergarten World Language Curriculum

SUGGESTED ACTIVITIES

- Heads up, 7 up with vocabulary to replace names
- Flashcards (traditional or digital) to introduce
- Show pictures have students label each item or perform TPR activities with them
- Create a worksheet that allows them to label
- Popcorn questions (Which animal says miao?)
- Use a word web/graphic organizer to describe a particular animal
- Play ¿Quién soy?- Riddle game for the students to be the detectives and guess the hidden item
- View Clic, Clac, Muu on Discovery Education and have students make the animal sound when they hear the name of the animal
- View videos of Los Pollitos (http://youtu.be/oTApl_rUZ2E)

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

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- Have students view great performances through online video.
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Vocabulary: El perro, El caballo, El gato, La gallina, El pollito, La oveja, La vaca, El pato, Grande, Pequeño, Guau, guau, Niiiii, Miao, Coc coc co, Baa, Muu, Cuac, cuac, Pío, pío, El cerdo, El gallo

Cross-Curricular Connections

21st Century Skills 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and communities.

Technology 8.1.2.A.1 Identify the basic feature of a digital device and explain its purpose. (Students are becoming familiar with the Smartboard or ipad in this unit when exploring farm animals.)

SE-Relationship Skills-Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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- B. Continue a conversation through multiple exchanges.**