

# Wayne

Township Public Schools

## Kindergarten Spanish Curriculum

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## District Curriculum

### World Language: Kindergarten

<b>Subject: World Language-Spanish</b>	<b>Grade: Kindergarten</b>
<b>Essential Question and Enduring Understandings</b>	
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can I tell different languages apart from each other?</li> <li>• How can learning another language help me?</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• There are many languages spoken in the world.</li> <li>• Communicating with others is a life skill.</li> </ul>	
<b>Topics and Pacing:</b>	<b>Instructional Materials:</b>
<p><u>Unit 1 (Trimester 1, 11 weeks)</u></p> <ul style="list-style-type: none"> <li>• Greetings and farewells (Hola song)</li> <li>• Good morning song (Buenos días song/Buenas tardes song)</li> <li>• <i>La lechuza song</i></li> <li>• Hispanic Hand signals for the classroom</li> <li>• El coquí de Puerto Rico</li> <li>• Numbers (1-10)</li> <li>• Shapes (circle, triangle, star, rectangle)</li> <li>• Days of the week (identification)</li> </ul> <p><u>Unit 2 (Trimester 2, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>• Family (mom, dad, sister, brother)</li> <li>• Colors (7 colors)</li> <li>• Animals (6 animals)</li> <li>• Seasons</li> </ul> <p><u>Unit 3 (Trimester 3, 12 weeks)</u></p> <ul style="list-style-type: none"> <li>• Parts of the Body (eyes, mouth, nose, foot)</li> <li>• Classroom objects (identify 6 objects)</li> </ul> <p><b>*Details can be viewed in Student's workbook</b></p>	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Wayne Township Public Schools K-2 Spanish Website</a></li> <li>• Spanish workbook</li> <li>• <a href="#">Rockalingua.com</a> educational research has shown that music and interactivity greatly enhance the effectiveness of Spanish lessons for kids</li> <li>• Exploring Spanish Grades 1-2 by American Education Publishing</li> <li>• Books showing the culture and target vocabulary</li> <li>• Songs in Spanish</li> <li>• Games (matching, memory, guessing, bingo)</li> <li>• Visuals for classroom actions and commands (students may use technology as appropriate)</li> <li>• <i>Highlights High Five Bilingue</i> (In English &amp; Spanish)</li> </ul>

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#### New Jersey Student Learning Standards and Descriptors:

[New Jersey Student Learning Standards for World Languages Standard 7.1](#) World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **CPI #7.1 A Cumulative Progress Indicator (CPI) Strand A: Interpretive Mode**

- 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.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

#### **CPI #7.1B Cumulative Progress Indicator (CPI) Strand B: Interpersonal Mode**

- 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.2: With the help of gestures and/or visuals, share with others basic needs 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.

#### **CPI #7.1C Cumulative Progress Indicator (CPI) Strand C: Presentational Mode**

- 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.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.

#### [New Jersey Student Learning Standards for English Language Arts, Speaking and Listening, Kindergarten](#)

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. B. Continue a conversation through multiple exchanges.

#### [New Jersey Student Learning Standards for Social Studies](#)

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity

#### [New Jersey Student Learning Standards for Math](#)

- K.CC.A.3 Know number names and the count sequence. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- K.CC.B.4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

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K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.5 Count to tell the number of objects. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

[New Jersey Student Learning Standards Career Readiness, Life Literacies and Key Skills](#)

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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 (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Concepts:	Assessment Options:
<p>ELA- Students will have opportunities to read and write Spanish/English words.</p> <p>Social Studies - Students will identify and begin to appreciate cultural similarities and differences.</p> <p>Science - Students will identify basic vocabulary to learn about animals in Spanish</p> <p>Math - Students will identify and apply Spanish terms for numbers.</p> <p>Art- Students will understand the commands for color, cut, and glue.</p>	<p><b>Summative:</b> Oral check in with teachers to measure student progress</p> <p><b>Benchmark:</b> Respond to questions using learned vocabulary in context.</p> <p><b>Formative:</b> Formative Assessment strategies will provide data during the instructional process. The following are examples of strategies that may be used during lessons:</p> <ul style="list-style-type: none"> <li>● Observations</li> <li>● Entrance/Exit questions</li> <li>● Graphic Organizers</li> <li>● Peer/Self Assessment</li> <li>● Think Pair Share</li> <li>● Question and answer</li> <li>● Performance tasks</li> <li>● Checklists</li> <li>● Hand signals to show understanding</li> <li>● 4 corners</li> <li>● Ball toss or “hot potato”</li> </ul> <p><b>Alternative:</b> Students act out commands given in Spanish from teacher or song</p>

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#### Technology Integration / Career and Workplace Skills:

##### ISTE Standards for Students

1.3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

##### Career Readiness Practices

CRP1. Act as a responsible and contributing community member and employee.

CRP4. Demonstrate creativity and innovation.

##### New Jersey Student Learning Standards for Computer Science and Design Thinking

8.1.2.AP4: Break down a task into a sequence of steps.

##### WIDA ELD Standards

*Social and Instructional Language:* ELD Standard 1

#### Modifications for Special Education Students, English Language Learners, At-Risk, 504, and Gifted Students:

**Modifications can be specific to the student's IEP if applicable.**

##### **Suggested modifications:**

- Personalized examples
- No penalty for spelling errors/handwriting
- Use manipulatives
- Hands on experiences
- Preferential seating
- Review of directions
- For assessments: simplify directions/rephrase test questions
- Oral assessment
- Teacher modeling
- Choice to work with others or alone

##### **Gifted/Advanced Students:**

- Students will use additional vocabulary when appropriate.
- Students will create longer dialogues
- Students will be given a more in-depth summative assessment.
- Student centered activities
- Cooperative grouping
- Additional independent activities for higher leveled learners
- Additional questioning/discussion techniques

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**Additional Differentiation Strategies:**

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for Students with a 504](#)