

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2017**

## **Kindergarten**

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# **World Language: Spanish**

*Revised 2017*

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

**Mrs. Christine Dye, President**

**Mr. Frank Mandala, Vice-President**

**Mr. Peter Prvulovic**

**Mr. David Schoner**

**Mr. Vincent Vollero**

# World Language

## Spanish – Kindergarten

### Course Description

*Student in kindergarten will have Spanish once a week for 30 minutes.*

The **Kindergarten World Language** Program introduces young students to the basics of a foreign language. Kindergarten World Language is designed to engage students while learning a new language while making it fun and educational. Students are instructed in the fundamentals of a world language as well as encouraging them to utilize it outside of the classroom environment in the real world. Developmentally appropriate learning techniques and materials will be used to help students learn a foreign language.

This course is aligned to the *New Jersey Student Learning Standards for World Language* and the three modes of communication: **interpretive, interpersonal, and presentational.**

#### **The Interpretive Mode**

One-way communication using receptive skills of listening and reading, sometimes enhanced by viewing. The interpretive mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of "one-way" reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts, and speeches. Interpretation differs from comprehension in that the former implies the ability to "read (or listen) between the lines." Since the interpretive mode does not allow for active negotiation between the reader and writer or the listener and the speaker, it commonly requires knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

#### **The Interpersonal Mode**

Two-way communication between individuals using receptive skills (listening and reading, sometimes enhanced by viewing) and productive skills (speaking and writing, sometimes enhanced by showing). The interpersonal mode is characterized by active negotiation of meaning among individuals, either listeners and speakers, or readers and writers. Participants observe one another to see how well their meanings and intentions are being communicated and make adjustments and clarifications accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The interpersonal mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or of electronic mail (e-mail) messages.

#### **The Presentational Mode**

One-way communication using productive skills of speaking and writing, sometimes enhanced by showing: The presentational mode refers to the creation of formal messages to be interpreted by listeners or readers without opportunities for the active negotiation of meaning. Whereas the interpretive mode refers to the way written or spoken utterances are received and interpreted, the presentational mode describes how the creator of a written or spoken utterance orders the presentation of text to achieve the maximum comprehension by an audience. Examples include the writing of reports and articles or the presentation of speeches. These examples of "one-way" writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that the listening or reading audience will readily understand the messages conveyed.

# World Language

## Spanish - Kindergarten

### Course Calendar

Unit:	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun										
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30 31											
<u>Introduction to Alphabet and Numbers</u>																					
<u>Intro to Colors, Days of the Week, Months, Seasons</u>																					



# Introduction to Alphabet and Numbers

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

#### NJ: Novice-Mid

#### A. Interpretive Mode

**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.

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 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 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 simple questions, make requests, and express preferences using memorized words and phrases.

#### C. Presentational Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Enduring Understandings

- The students will be able to name and recite the alphabet in the target language.
- The students will be able to Count from 0-100 in the target language.

## Essential Questions

- How can we count items in the target language?
- Can we sing the alphabet in Spanish?
- Can we identify and pronounce a letter in the alphabet in the target language?
- Can we spell our name using the target language alphabet?

## Content

- The alphabet will be taught in the target language.
- Numbers 0-100 will be taught in the target language.

## Skills

- Students will be able to sing and recognize the alphabet in the target language.
- Students will be able to count in the target language as well as recognize and to begin spelling the numbers in the target language.

## Stage 2: Assessment Evidence

### Assessments

#### Teacher Observation

##### Formative: Other oral assessments

Teacher will listen for correct answers as well as proper pronunciation.  
Teacher will also check student work via worksheets

#### Numbers Song and Dance

##### Summative: Recital

Students will sing and perform the Song  
"Dos Manitas. Diez Deditos"

## Stage 3: Learning Plan



### Learning Activities

#### Suggested Activities:

- **Songs**
  - Students will sing the alphabet and perform a Number song (*Dos Manitas, Diez Deditos*) in the target language
  - Song and Dance (Conga Line around the classroom) "Un Elefante"
- **Worksheets**
- **Alphabet Name Project**
- **Teacher Instruction**
- **Flash Cards**
- **TPR: Students will hop and count in the target language designated by the teacher**
  - Example: Teacher says "We will hop to six" Students will hop up and down as they count., " *Uno, dos, tres, cuatro, cinco,*

### Resources

#### Suggested Resources:

- Select Songs/CD
- Teacher Generated Worksheets
- Numerous Instructional Games
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
-  <http://www.Youtube.com>
-  <http://www.gpbkids.org/>

*seis...*"

- (Repeat for several different numbers)



# Intro to Colors, Days of the Week, Months, Seasons

Collaboration

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 SLS: World Languages

NJ: Novice-Mid

#### A. Interpretive Mode

**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.

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 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.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

#### B. Interpersonal Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Respond to learned questions.

-Ask memorized questions.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 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.

#### C. Presentational Mode

##### Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

-Make lists.

-State needs and preferences.

-Describe people, places, and things.

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Enduring Understandings

- Students will be able to pronounce and identify colors in the target language.
- Students will be able to pronounce and identify the months of the year in the target language.
- Students will be able to pronounce and identify the days of the week in the target language.
- Students will be able to pronounce and identify the seasons in the target language.

## Essential Questions

- What are the colors in the target language?
- Why are colors important in our lives and how can we use them to describe things in the target language?
- How do you say the days of the week, the Months of the year, and the seasons in the target language?
- Can student produce a calendar based on the themes above?

## Content

- Colors
- Months of the year
- Days of the Week
- Seasons

## Skills

- Students will be able to pronounce and identify the correct colors, months of the year, days of the week, and the seasons in the target language.
- Students will complete worksheets and projects.
- Students will be able to sing songs in the target language.

## Stage 2: Assessment Evidence

### Assessments

#### Unit 2 Assessment

##### Formative: Other oral assessments

- Teacher Observation
- Worksheets
- Oral observation

#### Unit 2

##### Summative: Personal Project

Months of the year Calendar

Seasons Drawing/Coloring

##### Macarena Song and Dance to the Months of the Year

##### Summative: Recital

Students will perform the months of the year song and dance the tune/movements of the Macarena

## Stage 3: Learning Plan




### Learning Activities

#### Suggested Activities:

- Worksheets
- Songs (TPR)
  - Students will sing the Days of the Week to the tune of "The Adams Family"
- Teacher Instruction
- Recitation

### Resources

#### Suggested Resources:

- Select Songs/CD
- Teacher Generated Worksheets
- Numerous Instructional Games
- *Realidades*, Pearson Prentice Hall, 2008
- *Realidades*, Practice workbook, Pearson Prentice Hall, 2008
- *Muzzy*,  <http://www.early-advantage.com/>
-  <http://www.Youtube.com>
-  <http://www.gpbkids.org/>



- **Flashcards**
- **Interactive Activites**