

# Clinton-Glen Gardner School District



## Curriculum Management System

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World Language: Spanish

Grade: Kindergarten

August 2015

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015  
Revised: August 15, 2015**

# CLINTON-GLEN GARDNER SCHOOL DISTRICT

## ADMINISTRATION

**Dr. Seth Cohen, Superintendent/Principal**  
**Mrs. Lisa J. Craft, Business Administrator**  
**Mrs. Jacqueline Turner, Assistant Principal**  
**Mrs. Jenine Kastner, Supervisor of Special Services**

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## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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# **Clinton-Glen Gardner School District**

## **Mission**

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

## **Philosophy**

With new technologies evolving at a rapid rate, today's students are part of a dynamic and interconnected 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 to successfully interface with those across the globe.

The study of another language and culture enables individuals to communicate in an appropriate way with people from diverse cultures. An education in world languages fosters the development of students who:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## World Language: Spanish

### Scope and Sequence

<b>Kindergarten</b>	
<p><b>Topic: Greetings -- ¡Hola!</b></p> <p>I. Getting to know you and Spanish class</p> <ul style="list-style-type: none"> <li>a. Hello and goodbye</li> <li>b. Introducing self</li> <li>c. Writing name</li> </ul>	<p><b>Topic: Colors -- ¿De qué color es?</b></p> <p>II. Identify colors</p> <ul style="list-style-type: none"> <li>a. Name favorite color</li> <li>b. Identify objects by their color</li> </ul>
<p><b>Topic: Fruits -- ¿Te gusta la fruta?</b></p> <p>III. Recognize names of fruits</p> <ul style="list-style-type: none"> <li>a. Colors of fruits</li> <li>b. Graphing likes and dislikes</li> <li>c. Talk about being hungry</li> </ul>	<p><b>Topic: Numbers -- ¡Puedo contar en español!</b></p> <p>IV. Recognize numbers 1-10</p> <ul style="list-style-type: none"> <li>a. Counting</li> <li>b. Numbers out of sequence</li> </ul>
<p><b>Topic: Holidays and Traditions -- ¡Celebremos!</b></p> <p>V. Develop an awareness of various holidays and the associated traditions, including beliefs, customs, food and clothing, and comparing them to American traditions.</p> <ul style="list-style-type: none"> <li>a. La Navidad</li> <li>b. Cinco de Mayo</li> <li>c. Mexican Independence Day</li> </ul>	

<p><b>21<sup>st</sup> Century Skills (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>1. Creativity &amp; Innovation</b></li> <li><b>2. Critical Thinking &amp; Problem Solving</b></li> <li><b>3. Communication &amp; Collaboration</b></li> <li>4. Media Literacy</li> <li>5. Information Literacy</li> <li>6. Information, Communication &amp; Technology</li> </ol>	<p><b>21st Century Themes (the ones that apply are in bold):</b></p> <ol style="list-style-type: none"> <li><b>1. Global Awareness</b></li> <li><b>2. Financial, Economic, Business &amp; Entrepreneurial Literacy</b></li> <li>3. Civic Literacy</li> <li><b>4. Health Literacy</b></li> <li><b>5. Environmental Literacy</b></li> </ol>
<p><b>Differentiation:</b> Refer to CPS K-2 Differentiation Tool Kit</p>	
<p><b>Assessment:</b> District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b> <b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Topic:</b> Greetings -- ¡Hola! <b>Goal 1:</b> The student will be able to use and understand basic greetings.		
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>	
September / about 3-4 classes	1.1. Respond to and express greetings and farewells in Spanish. (7.1.NM.B.3, 7.1.NM.C.2)  1.2. Sing a hello and a goodbye song with appropriate gestures. (7.1.NM.A.3)  1.3. State "My name is..." in Spanish (Me llamo...). (7.1.NM.B.5)  1.4. Write his/her own name in Spanish. (7.1.NM.B.5, 7.1.NM.C.3)  1.5. 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.C.1)  1.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an	<b>Essential Questions:</b> How do you say "My name is _____?" How do you say "hello" / "goodbye?"  <b>Conceptual Understandings:</b> Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.	<b>Learning Activities:</b> Songs—Hola a Ti, Cabeza Hombros, Adios a ti Name Tags TPR Pass the Ball game Repetition Oral Response  <b>Assessment Models:</b> Oral assessment- Can student say, "Me llamo _____." Written assessment—Can student copy name from name tag to worksheet? TPR--Can student sing along to hello and goodbye songs with appropriate and gestures? TPR--Can student point to correct body part during song?	

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> Greetings -- ¡Hola!	
	<b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Goal 1:</b> The student will be able to use and understand basic greetings.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	audience. (9.1.4.D.1)  1.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)  1.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)  1.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Kindergarten</b> <b>World Language</b>	<b>Topic:</b> Colors -- ¿De qué color es?	
		<b>Goal 2:</b> The student will be able to identify colors and identify objects by their colors.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
October through January / about 11 classes	<p>2.1. Name 11 colors. (7.1.NM.A.2, 7.1.NM.C.2)</p> <p>2.2. Name favorite color. (7.1.NM.A.4)</p> <p>2.3. Identify objects by their color. (7.1.NM.A.4)</p> <p>2.4. Comprehend an authentic story and reenact. (7.1.NM.A.5, 7.1.NM.C.2, 7.1.NM.C.4, 7.1.NM.C.5)</p> <p>2.5. 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.C.1)</p> <p>2.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>	<p><b>Essential Questions:</b> ¿De qué color es? ¿Cuál es tu color favorito? ¿Dónde está azul? ¿En qué color pienso? ¿De qué color es la gorra?</p> <p><b>Conceptual Understandings:</b> Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p><b>Learning Activities:</b> Color song and TPR Games: Guess the Color in the bag ¿Dónde está azul? ¿En qué color pienso? Concentración Student-made color books Puppets Authentic Color books Color squares and pattern activity <b>(Interdisciplinary)</b> Worksheets Books</p> <p><b>Assessment Models:</b> Can student sing the color song with appropriate movements? Can student identify color by its Spanish word, both spoken and written? Can student follow directions on worksheet? Can student say color words in the context of a game? Can student name their favorite color? Can student follow and reenact an authentic story involving colors?</p> <p><b>Additional Resources:</b> Books: <u>Colors of Mexico</u></p>



<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> Colors -- ¿De qué color es?	
	<b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Goal 2:</b> The student will be able to identify colors and identify objects by their colors.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>2.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>2.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		<u>Se Vende Gorras</u>

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten World Language	<b>Topic:</b> Fruits -- ¿Te gusta la fruta?	
		<b>Goal 3:</b> The student will be able to identify 5-7 fruits and their colors and talk about preferences.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
January through April / about 8 classes	<p>3.1. Identify 5-7 fruits. (7.1.NM.A.4)</p> <p>3.2. Name the colors of fruits. (7.1.NM.A.4)</p> <p>3.3. Identify their favorite fruit in</p> <p>3.4. a complete sentence. (7.1.NM.A.4)</p> <p>3.5. Graph likes and dislikes of the class. (7.1.NM.A.5)</p> <p>3.6. Talk about being hungry. (7.1.NM.A.4, 7.1.NM.B.4)</p> <p>3.7. 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.C.1)</p> <p>3.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an</p>	<p><b>Essential Questions:</b></p> <p>¿Cuál es la fruta? ¿Cuál es tu fruta favorita? ¿Tienes hambre? ¿Dónde está la manzana?</p> <p><b>Conceptual Understandings:</b></p> <p>Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.</p> <p>Many products and practices related to home and community are shared across cultures; others are culture-specific</p> <p>Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.</p>	<p><b>Learning Activities:</b></p> <p>Busca la fruta game Circle games Fruit puppets ¿En que fruta pienso? game Graphing fruit favorites (<b>Interdisciplinary</b>) Story reenactments (<b>Interdisciplinary</b>) Personal fruit books Books Drawings</p> <p><b>Assessment Models:</b></p> <p>Can student identify fruit orally with appropriate TPR? Can student write the name of fruit? Can student identify their favorite fruit? Can student say they are hungry? Can student understand spoken name and TPR of fruit? Can student identify color of fruit? Can student graph class results? Can student draw favorite part of book?</p> <p><b>Additional Resources:</b></p> <p>Books: <u>NutriFruits to the Rescue</u></p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> Fruits -- ¿Te gusta la fruta?	
	<b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Goal 3:</b> The student will be able to identify 5-7 fruits and their colors and talk about preferences.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>audience. (9.1.4.D.1)</p> <p>3.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>3.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System <b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Topic:</b> Numbers -- ¡Puedo contar en español!	
		<b>Goal 4:</b> The student will be able to count to 10 in Spanish and recognize these numbers out of order as well.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) <b>The student will be able to:</b>	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
April through June / about 4 – 5 classes	<p>4.1. Count to 10 in Spanish. (7.1.NM.A.1, 7.1.NM.A.2)</p> <p>4.2. Recognize the numbers 1-10 out of order. (7.1.NM.A.1)</p> <p>4.3. Recognize the number words out of order and put them in order. (7.1.NM.A.1, 7.1.NM.A.5)</p> <p>4.4. Count backwards with read-aloud books. (7.1.NM.A.5)</p> <p>4.5. 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.C.1)</p> <p>4.6. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>	<p><b>Essential Questions:</b> Estoy pensando en un número... ¿Cuántos hay?</p> <p><b>Conceptual Understandings:</b> Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p><b>Learning Activities:</b> Song—Uno, Dos, Tres Amigos Hopscotch Fishing Concentration Personal Cultural Number Books (<b>Interdisciplinary</b>) Books Bingo Chain Sequence game (<b>Interdisciplinary</b>) Number Game Robot command game</p> <p><b>Assessment Models:</b> Can student sing song with numbers in order and show numbers with their fingers? Can student recognize numbers out of order, both orally and in written form? Can student put numbers in order? Can student say how many are left?</p> <p><b>Additional Resources:</b> Books: <u>10 Perros en la Tienda</u> <u>10 Fantasmillas Tímidas</u> <u>¿Cómo cuentan los dinosaurios?</u> <u>¡Diez minutos y a la cama!</u></p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> Numbers -- ¡Puedo contar en español!	
	<b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Goal 4:</b> The student will be able to count to 10 in Spanish and recognize these numbers out of order as well.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	<p>4.7. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>4.8. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>4.9. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Pacing / Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> <b>Kindergarten</b> <b>World Language</b>	<b>Topic:</b> Holidays and Traditions -- ¡Celebremos!	
		<b>Goal 5:</b> The student will be able to develop an awareness of various holidays and the associated traditions, including beliefs, customs, food and clothing, and comparing them to American traditions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
Ongoing throughout school year / about 5 classes	<p>5.1. Identify common cultural practices of various holidays celebrated in Spanish-speaking countries. (7.1.NM.A.3, 7.1.NM.A.4)</p> <p>5.2. Recognize similarities and differences between practices in the US and Spanish-speaking countries. (7.1.NM.A.3)</p> <p>5.3. Assemble a book on Cinco de Mayo based on sequence of events and page numbers. (7.1.NM.A.5)</p> <p>5.4. Understand Christmas tradition of the decorated tree through read aloud and reenactment. (7.1.NM.A.3, 7.1.NM.C.2)</p> <p>5.5. Draw and decorate a culturally appropriate Christmas tree.</p> <p>5.6. Participate in brainstorming sessions to seek information, ideas, and strategies that</p>	<p><b>Essential Questions:</b> When is Independence Day in the US? How is our celebration of Christmas/Independence Day the same/different? What does “cinco” mean? How do Mexicans celebrate Cinco de Mayo? Do we have fireworks/parades/food/music/dancing at celebrations in the US?</p> <p><b>Conceptual Understandings:</b> Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.  Many products and practices related to home and community are shared across cultures; others are culture-specific.  Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.</p>	<p><b>Learning Activities:</b> Dancing Singing Story Reenactments (<b>Interdisciplinary</b>) Books Personal books</p> <p><b>Assessment Models:</b> Can student identify differences between US holidays and Hispanic holidays? Can student talk about events that occur in a Cinco de Mayo celebration? Participation in singing, dancing and reenactments Can student assemble personal book by page number and sequence of fiesta? Can student follow directions as they apply to craft instructions?</p> <p><b>Additional Resources:</b> Book: <a href="#">¡Fiesta!</a> <a href="#">La gran fiesta de navidad</a></p>

<b>Pacing / Suggested days of Instruction</b>	<b>Curriculum Management System</b>	<b>Topic:</b> Holidays and Traditions -- ¡Celebremos!	
	<b>Subject/Grade Level:</b> <b>Kindergarten</b> <b>World Language</b>	<b>Goal 5:</b> The student will be able to develop an awareness of various holidays and the associated traditions, including beliefs, customs, food and clothing, and comparing them to American traditions.	
	<b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b> <b>The student will be able to:</b>	<b>Essential Questions, Conceptual Understandings</b>	<b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b>
	foster creative thinking. (9.1.4.B.1)  5.7. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)  5.8. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)  5.9. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)  5.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		