



**DENVILLE TOWNSHIP SCHOOL DISTRICT**  
**Spanish K-5 Curriculum Guide**

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All units are core units. New units/modification may be integrated into the existing curriculum to be in collaboration with interdisciplinary units/themes, as well as current events.

### **INTERDISCIPLINARY THEMES**

Planned interdisciplinary activities can help students to make sensible connections among subjects, while limiting the specialist's tendency to fragment the curriculum into isolated pieces. Such activities provide students with broader personal meaning and the integrated knowledge necessary to solve real-world problems. Teachers are encouraged to independently and cooperatively develop lessons which cover multiple areas simultaneously.

### **DEPARTMENT VISION**

It is the firm belief of the Denville Township Schools that multiple language studies can yield rich dividends: greater overall academic achievement, deeper understanding of language structure, vocabulary, syntax and derivation, improved listening and memory skills, increased employment opportunity and - perhaps most importantly - the indispensable ability to communicate across barriers of language and culture. As technology has evolved and opened our lives up to span the globe, it has become a necessity to not only have a means to communicate effectively with people of different countries, but also understand their culture in order to build upon our own.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Student Learning Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

### **AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

## **Integrated Accommodations and Modifications**

### **For Students with IEPs, 504s, and/or Students at Risk of Failure**

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Use visual and multi-sensory formats • Use of assistive technology • Use of graphic organizers and prompts • Modification of content and student products • Testing accommodations • Authentic assessments

### **Gifted & Talented Students**

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Inquiry-based instruction • Higher-order thinking skills • Interest-based content • Student-driven goals • Real-world projects and scenarios

### **English Language Learners**

Students read authentic texts and write authentic pieces at their independent and instructional reading levels • Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning, including graphic organizers • Use of cognates to increase comprehension • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Scaffolding: word walls, sentence frames, think-pair-share, cooperative learning groups, teacher think-alouds.

## **Modes of Communication Within the Curriculum**

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

## **Proficiency Levels**

**Novice-Mid Level Learner (NM):** Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

**Novice-High Level Learner (NH):** Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Low Level Learner (IL):** Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-Mid Level Learner (IM):** Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

**Intermediate-High Level Learner (IH):** Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

**Advanced-Low Level Learners (AL):** Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

# Spanish

## Kindergarten – Grade 3

Six Lessons- Grades K-2  
Ten Lessons- Grade 3

### I. Introduction

Within the scope of the elementary Kindergarten to Second grade Spanish program, the focus is provide students with exposure in the interpersonal communicative skills of listening and speaking. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language

### II. Objectives

#### A. New Jersey Student Learning Standards for World Languages (2014)

<https://www.nj.gov/education/aps/cccs/wl/>

#### 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.

#### B. Skills

These lessons will emphasize the language skills of listening and speaking.

##### 1. Speaking

- a. Modeling utterances after the teacher and speaking

##### 2. Listening

- a. Listening to the teacher
- b. Listening to peers
- c. Listening to authentic conversations through songs and videos

##### 3. Reading

- a. Flash cards
- b. Simple sentences/phrases

##### 4. Writing

- a. Games, puzzles
- b. Vocabulary

##### 5. Culture

- a. Videos ([www.discoveryeducation.com](http://www.discoveryeducation.com))
- b. DVDS
- c. Authentic realia
- d. Pictures
- e. Articles
- f. Holidays/events
- g. music

### C. Interdisciplinary Connections

#### *English Language Arts/Language*

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

#### *English Language Arts/Speaking and Listening*

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

### D. 21<sup>st</sup> Century Theme & Skills, Technology Connections, and Career Ready Practices

21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	



**Kindergarten- Grade 3 Scope and Sequence/Pacing  
World Language Push-in to Social Studies**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>
Greetings (1 lesson)	Greetings (1 lesson)	Numbers 0-20 (1 lesson)	Numbers 0-50 (2 lessons)
Colors- rainbow (1 lesson)	Numbers 0-10 (1 lesson)	Days of the Week (1 lesson)	Food items (2 lessons)
Numbers 0-5 (1 lesson)	Colors (1 lesson)	Classroom Objects (1 lesson)	Community (2 lessons)
Classroom Objects- Basic (1 lesson)	Clothing (1 lesson)	Animals (1 lesson)	Opposites (1 lesson)
Family (1 lesson)	Places to Go (1 lesson)	Transportation (1 lesson)	Clothes (2 lessons)
Culture: Country (1 lesson)	Culture: Country (1 lesson)	Culture: Country (1 lesson)	Culture: Country (1 lesson)

**D. Content**

These lists show only those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of children’s listening and comprehension skills. The English translations are what an English speaker would ordinarily say in a comparable situation. They are not word for word translations.

**Kindergarten**

**Greetings, farewells, introductions**

Adios	Good-bye
Buenos dias	Good morning
Hola	Hello/Hi
Como te llamas?	What is your name?
Me llamo..	My name is...

## Colors

amarillo	yellow
azul	blue
rojo	red
verde	green
anaranjado	orange
morado	purple

## Numbers

uno	one
dos	two
tres	three
cuatro	four
cinco	five

## Classroom Things

silla	chair
libro	book
mesa	table
lápiz	pencil
tijeras	scissors
borrador	eraser

## Family

mama	mom
papa	dad
hijo	son
hija	daughter
abuela	grandma
abuelo	grandpa

**Cultural Lesson:**

Learn about the traditions, music, and history of countries through videos and authentic realia.

## First Grade

### Greetings, farewells, introductions

Adios	Good-bye
Buenos dias	Good morning
Hola	Hello/Hi
Buenas tardes	Good afternoon
Como te llamas?	What is your name?
Me llamo..	My name is...
Como estas?	How are you?
Bien/mal/asi, asi	Good/bad/so, so

### Numbers

uno	one		seis	six
dos	two		siete	seven
tres	three		ocho	eight
cuatro	four		nueve	nine
cinco	five		diez	ten

### Colors

amarillo	yellow		blanco	white
azul	blue		negro	black
rojo	red		rosado	pink
verde	green		cafe	brown
anaranjado	orange		morado	purple

### Clothing

camisa	shirt
pantalones	pants
vestido	dress

calcetines	socks
zapatos	shoes
gorro	cap

**Places to Go**

escuela	school
museo	museum
casa	house
tienda	store
biblioteca	library
parque	park

**Cultural Lesson:** Learn about the traditions, music, and history of countries through videos and authentic realia.

## Second Grade

### Numbers 0-20

uno	1	seis	6	once	11	dieciseis	16
dos	2	siete	7	doce	12	diecisiete	17
tres	3	ocho	8	trece	13	dieciocho	18
cuatro	4	nueve	9	catorce	14	diecinueve	19
cinco	5	diez	10	quince	15	veinte	20

### Days of the Week

Monday	lunes	Saturday	sabado
Tuesday	martes	Sunday	domingo
Wednesday	miercoles	The Week	La Semana
Thursday	jueves		
Friday	viernes		

### Classroom Objects

silla	chair	lapiz	pencil	papel	paper
mesa	table	borrador	eraser	cuaderno	notebook
tijeras	scissors	ventana	window	escritorio	desk
libro	book	puerta	door	pluma	pen

### Animals

oso	bear	rana	frog
caballo	horse	vaca	cow
elefante	elephant	oveja	sheep
puerco	pig	gallina	hen
gato	cat	tortuga	turtle
mariposa	butterfly	dinosaurio	dinosaur

## Transportation

bicicleta	bike		camion	truck
tren	train		autobus	bus
helicoptero	helicopter		avion	airplane
carro	car		barco	boat

**Cultural Lesson:** Learn about the traditions, music, and history of countries through videos and authentic realia.

## Third Grade

### Numbers 0-50 (2 lessons)

uno	1	once	11	veintiuno	21
dos	2	doce	12	veintidos	22
tres	3	trece	13		
cuatro	4	catorce	14	treinta	30
cinco	5	quince	15	treinta y uno	31
seis	6	dieciseis	16		
siete	7	diecisiete	17	cuarenta	40
ocho	8	dieciocho	18	cuarenta y uno	41
nueve	9	diecinueve	19		
diez	10	veinte	20	cincuenta	50

### Food (2 lessons)

ensalada	salad	pan	bread	jugo	juice
platano	banana	naranja	orange	vegetales	vegetables
manzana	apple	queso	cheese	sandwich	sandwich
papa	potato	carne	meat	leche	milk
sopa	soup	fruta	fruit	agua	water
pollo	chicken				

### Community (2 lessons)

escuela	school	apartamento	apartment
iglesia	church	cine	Movie theater
casa	house	granja	farm
biblioteca	library	ciudad	city
tienda	store	campo	country
parque	park	restaurante	restaurant
museo	museum	zoológico	zoo



## Opposites (2 lessons)

alegre	happy		limpio	clean
triste	sad		sucio	dirty
alto	tall		grande	big
bajo	short		pequeno	small
nuevo	new		bonito	pretty
viejo	old		feo	ugly
abierto	open		viejo	old
cerrado	close		nuevo	new

## Clothes

falda	skirt		zapatos	shoes
Pantalones cortos	shorts		cinturon	belt
abrigo	coat		calcetines	socks
vestido	dress		botas	boots
guantes	gloves		pantalones	pants
chaqueta	jacket		blusa	blouse
gorro	cap		sandalias	sandals
camisa	shirt			

**Cultural Lesson:** Learn about the traditions, music, and history of countries through videos and authentic realia.

# Spanish

## Grades 4-5

### I. Introduction

Within the scope of the elementary fourth and fifth grade Spanish program, the focus is provide students with enrichment in the interpersonal communicative skills of listening and speaking. Students' language learning becomes a positive, non-threatening process, similar to the way children acquire their first language

### II. Objectives

#### A. New Jersey Student Learning Standards for World Languages (2014)

<https://www.nj.gov/education/aps/cccs/wl/>

#### **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.

#### B. Skills

These lessons will emphasize the language skills of listening and speaking.

##### 1. Speaking

- a. Modeling utterances after the teacher and speaking
- b. Creating conversations using phrases/vocabulary learned

##### 2. Listening

- a. Listening to the teacher
- b. Listening to peers
- c. Listening to authentic conversations through songs and videos

##### 3. Reading

- a. Flash cards
- b. Simple sentences/phrases
- c. Short reading passages

##### 4. Writing

- a. Games, puzzles
- b. Vocabulary

##### 5. Culture

- a. Videos ([www.discoveryeducation.com](http://www.discoveryeducation.com))
- b. DVDS

- c. Authentic realia
- d. Pictures
- e. Articles
- f. Holidays/events
- g. Music

### C. Interdisciplinary Connections

#### *English Language Arts/Language*

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

#### *English Language Arts/Speaking and Listening*

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

### D. Content

These lists show only those items that the children practice, not the many others that the teacher introduces for enrichment and for the development of children's listening and comprehension skills. The English translations are what an English speaker would ordinarily say in a comparable situation. They are not word for word translations.

## Grade 4

### Unit 1: Greetings, farewells, introductions, pleasantries

**Duration: Marking period 1 (approx. 8 lessons)**

**Unit 1 Cultural Lesson:** Learn about the traditions, music, and history of Day of the Dead through videos and authentic realia.

Knowledge	Skills
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Ways to say hello</li> <li>● Ways to say goodbye in Spanish</li> <li>● How to ask/respond to introductions</li> <li>● Courtesy words</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Greet someone correctly depending on the time of day</li> <li>● Say goodbye</li> <li>● Ask and respond to questions</li> <li>● Ask how someone their name and respond</li> <li>● Utilize courtesy words in conversations</li> <li>● Have a conversation with a peer in target language</li> </ul>
<p><b>Novice Mid</b>  <b>7.1.NM.A.1</b>  <b>7.1.NM.A.2</b>  <b>7.1.NM.A.4</b></p>	<p><b>Interpersonal</b>  <b>Interpretive</b></p>
Vocabulary	Resources/Activities/Assessment
<p>Hola, ¿Que tal?,            Adios, Hasta luego, Hasta mañana            Buenos dias            Buenas tardes            Buenas noches            ¿Cómo estás?            Bien            Mal            Mas o menos            ¿Cómo te llamas?            Me llamo...            Por favor            Gracias</p>	<ul style="list-style-type: none"> <li>● Vocabulary list</li> <li>● Conversation outline</li> <li>● Comic strip template</li> <li>● Picture book: Hola Amigos!</li> </ul> <p>Activity: Students will create and present a comic strip that uses unit vocabulary and phrases between two characters.</p> <p>Assessment: Observation and end of unit exam</p>

## Unit 2: Using Numbers 0-100

**Duration: Marking period 2 (approx 8 lessons)**

- Numbers 0-100
- Math terms
- Telling Time
- State Age

**Unit 2 Cultural Lesson:** Learn about the traditions, music, and history of Holidays in Latin American countries through videos and authentic realia.

Knowledge						Skills					
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Correct pronunciation of numbers 0-100</li> <li>• The pattern for correct spelling of numbers</li> <li>• Math terms</li> <li>• How to state age</li> <li>• How to use numbers to tell time</li> </ul>						<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Count orally to 100</li> <li>• Correctly pronounce each number</li> <li>• Identify numbers out of sequence</li> <li>• Use math terms to create</li> </ul>					
Vocabulary						Resources/Activities/Assessment					
uno	1		once	1	veintiuno	2					
				1		1					
dos	2		doce	1	veintidós	2					
				2		2					
tres	3		trece	1	treinta	3					
				3		0					
cuarto	4		catorce	1	treinta y uno	3					
				4		1					
cinco	5		quince	1	cuarenta	4					
				5		0					
seis	6		dieciseis	1	cincuenta	5					
				6		0					
siete	7		diecisiete	1	sesenta	6					
				7		0					
ocho	8		dieciocho	1	setenta	7					
				8		0					
nueve	9		diecinueve	1	ochenta	8					
				9		0					
diez	10		veinte	2	noventa	9					
				0		0					
Mas- plus Menos- minus Por- multiplication Dividido por- Divided by						<ul style="list-style-type: none"> <li>• Number chart</li> <li>• Vocabulary terms</li> <li>• Clocks</li> <li>• Flashcards</li> <li>• Crossword puzzle</li> <li>• Number search</li> <li>• Raz-kids printable book- "Numeros"</li> <li>• Mystery number writing activity</li> <li>• Math equation- write and solve</li> <li>• Game: Who has/I have... in target language</li> <li>• Game: Bingo</li> <li>• Online game Quizlet- vocabulary practice</li> <li>• Assessment: observation, oral assessment, activity completion, end of the unit assessment</li> </ul>					

¿Cuántos años tienes? Tengo ____ años. ¿Que hora es? Es la/Son las...	
<b>Novice Mid</b> <b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b>	<b>Interpersonal</b> <b>Interpretive</b>

### Unit 3: Calendar Unit

**Duration: Marking period 3 (approx 8 lessons)**

- Days of the week
- Months
- Seasons
- State birthday

**Unit 3 Cultural Lesson:** Learn about the traditions, music, and history of South American countries through videos and authentic realia.

Knowledge	Skills
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• The days of the week</li> <li>• The months</li> <li>• The seasons</li> <li>• The difference between the layout of the Spanish and English calendars</li> <li>• Questions and responses to calendar questions</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify and spell the days of the week, months and seasons</li> <li>• State what day of the week was yesterday, today and tomorrow.</li> <li>• Answer the following questions in the target language               <ul style="list-style-type: none"> <li>○ ¿Que dia es hoy?</li> <li>○ ¿Que dia es mañana?</li> <li>○ ¿Que dia fue ayer?</li> <li>○ ¿Que dia es hoy?</li> <li>○ ¿Cual es la fecha hoy?</li> <li>○ ¿Cuando es tu cumpleaños?</li> </ul> </li> </ul>
Vocabulary	Resources/Activities/ Assessment
Days of the Week/Dias de la semana: <ul style="list-style-type: none"> <li>• Lunes, martes, miércoles, jueves, viernes, sábado, domingo</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic Spanish calendar</li> <li>• Songs: Rockalingua &amp; Youtube-Days of the week, months of the</li> </ul>

<p>Months of the Year/Meses del ano:</p> <ul style="list-style-type: none"> <li>• Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</li> </ul> <p>Seasons/Estaciones:</p> <ul style="list-style-type: none"> <li>• Invierno, primavera, verano, otoño</li> <li>• Hoy es... Today is</li> <li>• Ayer fue... Yesterday was..</li> <li>• Manana es... Tomorrow is...</li> <li>• Mi cumpleaños es el # de <u>mes</u>.</li> <li>• La fecha es dia, el # de <u>mes</u>.</li> </ul>	<p>year</p> <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Season label &amp; illustration activity page</li> <li>• Sentence dictation.... Student fill in the blank</li> <li>• Word Search activity page</li> <li>• Game: Bingo</li> <li>• Online Game: Quizlet vocabulary game/review</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Calendar activities</li> <li>• Online Quizlet tests</li> <li>• Formal assessment</li> </ul>
<p><b>Novice Mid</b>  <b>7.1.NM.A.1</b>  <b>7.1.NM.A.2</b>  <b>7.1.NM.A.4</b></p>	<p><b>Interpersonal</b>  <b>Interpretive</b>  <b>Presentational</b></p>

**Unit 4: Body Parts & Colors Unit**

**Duration: Marking period 4 (approx 8 lessons)**

- Colors/shapes
- Parts of the body
- Parts of the face

**Unit 4 Cultural Lesson:** Learn and practice authentic Latin dances from various countries and the history behind them.

<b>Knowledge</b>	<b>Skills</b>
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• The names of colors in Spanish</li> <li>• The names of shapes in Spanish</li> <li>• The names of body parts in Spanish</li> <li>• The placement of adjectives after a noun</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify colors</li> <li>• Name the color and/or shapes of various objects</li> <li>• Correctly answer <ul style="list-style-type: none"> <li>○ ¿De que color es?</li> <li>○ ¿Cual es tu color favorito?</li> <li>○ ¿Que forma es?</li> <li>○ ¿Que forma es?</li> </ul> </li> <li>• Recognize orally and written and</li> </ul>

	<p>label various parts of the body.</p> <ul style="list-style-type: none"> <li>● Read and write the correct vocabulary word for each body part</li> <li>● Combine vocabulary words to write and state a descriptive phrase.</li> </ul>
<b>Vocabulary</b>	<b>Resources/Activities/Assessment</b>
<p>Colors: Rojo, anaranjado, amarillo, azul, morado, verde, negro, blanco, café, rosado, gris</p> <p>Shapes: Óvalo, diamante, cuadrado, círculo, rectángulo, triángulo</p> <p>Body parts: Cuerpo, cabeza, brazo, mano, dedo, pierna, pie, ojo, nariz, boca, orejas</p> <p>Questions/Responses</p> <ul style="list-style-type: none"> <li>● ¿De que color es? <ul style="list-style-type: none"> <li>○ Es de color _____</li> </ul> </li> <li>● ¿Cual es tu color favorito? <ul style="list-style-type: none"> <li>○ Mi color favorito es ____</li> </ul> </li> <li>● ¿Que forma es? <ul style="list-style-type: none"> <li>○ Es un/una _____.</li> </ul> </li> <li>● Mi (body party) es un (shape) (color).</li> </ul>	<ul style="list-style-type: none"> <li>● Vocabulary word search</li> <li>● Flashcards</li> <li>● Color page</li> <li>● Bingo: shapes and colors</li> <li>● Rockalingua: Songs on colors, shapes and body parts</li> <li>● Raz-kids- printable books <ul style="list-style-type: none"> <li>○ La Cara (The Face)</li> <li>○ El Cuerpo (The Body)</li> <li>○ Veo Colores (I See Colors)</li> <li>○ Hagamos Figuras (I Make Shapes)</li> </ul> </li> <li>● Game: Simon dice tocate../Simon says touch your...</li> <li>● Activity: Monster Draw and label and writing activity</li> <li>● Quizlet: online vocabulary review</li> <li>● Assessment: <ul style="list-style-type: none"> <li>○ Observation</li> <li>○ Activity completion</li> <li>○ Oral presentation</li> </ul> </li> </ul>
<p><b>Novice Mid</b> <b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b></p>	<p><b>Interpersonal</b> <b>Interpretive</b> <b>Presentation</b></p>



## Grade 5

### Unit 1: Classroom objects

**Duration: Marking period 1 (approx. 8 lessons)**

- Numbers/Color review
- Classroom Objects
- Definite articles- el/la/los/las
- Possessive Adjectives- mi/tu/su/ mis/tus/sus

**Unit 1 Cultural Lesson:** Learn about the traditions, music, and history of Day of the Dead through videos and authentic realia.

Knowledge	Skills
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Number and color vocabulary</li> <li>● The names of various classroom objects.</li> <li>● Words for take out, put away and show me.</li> <li>● Definite articles</li> <li>● Plural forms of subject related to nouns</li> <li>● Possessive adjective placement and use</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Utilize color and number vocabulary to describe classroom objects using correct gender and number</li> <li>● Identify objects</li> <li>● Respond to commands</li> <li>● Apply definite articles to objects</li> <li>● Apply possessive adjective to show ownership of objects</li> </ul>
Vocabulary	Resources/Activities/Assessment
<ul style="list-style-type: none"> <li>● Numbers from 0-100 (review)</li> <li>● Colors (review)</li> <li>● El lapiz</li> <li>● El bolígrafo/la pluma</li> <li>● El libro</li> <li>● El cuaderno</li> <li>● El papel</li> <li>● La clase</li> <li>● El escritorio</li> <li>● El reloj</li> <li>● El maestro/professor</li> <li>● La pizarra</li> <li>● La mochila</li> <li>● El marcador</li> <li>● El borrador</li> <li>● La computadora</li> <li>● Possessive adjectives- mi/mis/tu/tus/su/sus</li> <li>● Definite articles- el/la/los/las</li> <li>● Commands- saquen, guarden, muestrame</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom objects</li> <li>● Flashcards</li> <li>● Vocabulary pages</li> <li>● Game: Spanish Bee Match</li> <li>● Activity: En La Clase illustration page</li> <li>● Vocabulary word search</li> <li>● Backpack project: Students will present items in a backpack using colors, numbers and classroom object vocabulary.</li> <li>● Activity: Plural noun match up</li> <li>● Quizlet: Vocabulary review</li> <li>● Game: Caliente/Frio</li> <li>● Game: I Spy/Yo Veo</li> <li>● Headbanz- adapted to use vocabulary cards</li> <li>●</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Observation</li> <li>● Project completion</li> </ul>

<b>Novice Mid</b> <b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b>	<b>Interpersonal</b> <b>Interpretive</b> <b>Presentational</b>
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## Unit 2: Family Members

**Duration: Marking period 2 (approx 8 lessons)**

- Family members
- Adjectives: descriptive words
- Verb: Ser (to be)- Conjugate verb and use in sentences

**Unit 2 Cultural Lesson:** Learn about the traditions, music, and history of Holidays in Latin American countries through videos and authentic realia.

Knowledge	Skills
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Family member vocabulary terms</li> <li>● Possessive adjectives</li> <li>● Questions/responses to discuss family members</li> <li>● Adjectives to describe family members.</li> <li>● How to conjugate the verb “ser”</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Identify family members</li> <li>● Use possessive adjectives and descriptive adjectives to describe family members</li> <li>● Ask/respond to questions regarding family</li> <li>● Use the conjugated form of the verb “ser” in conversation about family.</li> </ul>
Vocabulary	Resources/Activities/Assessment
Family members <ul style="list-style-type: none"> <li>● La madre/mama</li> <li>● El padre/papa</li> <li>● El abuelo/la abuela</li> <li>● El hermano/La hermana</li> <li>● El hijo/La hija</li> <li>● El tio/La tia</li> <li>● El primo/La prima</li> <li>● El padrastro/La madrastra</li> <li>● El hermanastro/La hermanastra</li> <li>● El hijastro/ La hijastra</li> </ul> Ser: Soy, eres, es, somos, sois, son  Adjectives: Alto, bajo, atletico, cómico, pelirrojo, rubio, moreno, chistoso, pequeno, grande.  Questions/Responses:	<ul style="list-style-type: none"> <li>● Family member vocabulary</li> <li>● Ser conjugation reference page and practice</li> <li>● Family ties- match descriptions to family members</li> <li>● Project: Family Tree/Photo Album- Students will create a family tree or photo album with at least 5 members and present it to the class.</li> <li>● Quizlet: Online vocabulary review</li> <li>● Reading: “Las Familias” Raz-kids printable book</li> </ul> Assessment: Observation Activity completion Project completion/presentation

<ul style="list-style-type: none"> <li>• ¿Tienes _____?</li> <li>• ¿Cuántos <u>hermanos</u> tienes?</li> <li>• ¿Como se llama _____?</li> </ul>	
<b>Novice Mid</b> <b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b>	<b>Interpersonal</b> <b>Interpretive</b> <b>Presentational</b>

### Unit 3: Weather Unit

**Duration: Marking period 3 (approx 8 lessons)**

- Weather vocabulary
- Tener expressions
- Verb: Estar conjugation

**Unit 3 Cultural Lesson:** Learn about the traditions, music, and history of South American countries through videos and authentic realia.

Knowledge	Skills
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Weather related vocabulary</li> <li>• Weather expressions using tener</li> <li>• The conjugation of the verb “estar”</li> <li>• How to describe weather conditions</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Describe weather conditions</li> <li>• State weather expressions using the verb tener</li> <li>• Conjugate the verb “estar”</li> <li>• Identify vocabulary words for clouds, sun, rain, snow, temperature, wind</li> </ul>
Vocabulary	Resources/Activities/Assessment
<ul style="list-style-type: none"> <li>• Nubes</li> <li>• Sol</li> <li>• Lluvia</li> <li>• Nieve</li> <li>• cielo</li> <li>• Temperatura</li> <li>• Brisa</li> <li>• Frio</li> <li>• Calor</li> <li>• meteorologo</li> <li>• Hace sol</li> </ul>	<ul style="list-style-type: none"> <li>• Reading book: What’s the Weather Today? Raz-kids printable book</li> <li>• Project: Weather forecast presentation</li> <li>• Weather vocabulary</li> <li>• Quizlet: Online vocabulary review</li> <li>• Game: Spanish bee (using weather expressions and months/seasons from Grade 4)</li> <li>• Worksheet: Qué Tiempo Hace?</li> <li>• Expressions matching game</li> <li>• Game: Charades- Act out weather expression</li> </ul>

<ul style="list-style-type: none"> <li>● Hace calor</li> <li>● Hace viento</li> <li>● Hace frio</li> <li>● Hace buen tiempo</li> <li>● Hace mal tiempo</li> <li>● Esta lloviendo</li> <li>● Esta nevando</li> <li>● Esta nublado</li> </ul> <p>Estar: Estoy, estas, esta, estamos, estais, estan</p> <p>Tener expressions: Tengo frio Tengo calor</p>	<p>using props</p> <p>Assessment: Observation Project completion and presentation Activities</p>
<p><b>Novice Mid</b> <b>7.1.NM.A.1</b> <b>7.1.NM.A.2</b> <b>7.1.NM.A.4</b></p>	<p><b>Interpersonal</b> <b>Interpretive</b> <b>Presentational</b></p>

#### Unit 4: Food Unit

##### Duration: Marking period 4 (approx 8 lessons)

- Food vocabulary
- Question/response to dialogue about food
- Compare/Contrast Latin American/US Meal habits
- Verb: Gustar

**Unit 4 Cultural Lesson:** Learn and practice authentic Latin dances from various countries and the history behind them.

Knowledge	Skills
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Basic breakfast, lunch, and dinner foods</li> <li>● Vocabulary/phrases to dialogue about food</li> <li>● The difference and similarities of meal habits of Latin American and the United States.</li> <li>● Conjugation of verb “gustar” (to like)</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Name common foods and three meal names</li> <li>● Use vocabulary and phrase to ask for food and tell what they would like when ordering</li> <li>● Understand the differences between Latin American and US meal habits</li> <li>● Conjugate the reflexive verb gustar to state likes and dislikes</li> </ul>

Vocabulary	Resources/Activities/Assessment
<ul style="list-style-type: none"> <li>● El desayuno <ul style="list-style-type: none"> <li>○ Los huevos</li> <li>○ Cafe</li> <li>○ El pan tostado</li> <li>○ La leche</li> <li>○ El jugo/ El jugo de...</li> <li>○ El cereal</li> <li>○ La mantequilla</li> <li>○ El platano</li> <li>○ La fruta</li> <li>○ El queso</li> <li>○ El te</li> </ul> </li> <li>● El almuerzo <ul style="list-style-type: none"> <li>○ La hamburguesa</li> <li>○ El perro caliente</li> <li>○ El sandwich/El emparedado</li> <li>○ Las papas fritas</li> <li>○ El refresco</li> <li>○ La soda</li> <li>○ La galleta</li> <li>○ El helado</li> <li>○ El jamon</li> </ul> </li> <li>● La cena <ul style="list-style-type: none"> <li>○ La sopa</li> <li>○ La ensalada</li> <li>○ La carne</li> <li>○ El pescado</li> <li>○ El pollo</li> <li>○ El arroz</li> <li>○ Los espaguetis</li> <li>○ Los macarrones</li> <li>○ Los vegetales</li> <li>○ El flan</li> </ul> </li> <li>● Me gusta.../Te gusta...</li> <li>● Quiero_____ por favor.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare/Contrast a United States student's daily food log with a Latin American student's log</li> <li>● Food vocabulary</li> <li>● Matching game</li> <li>● Project: Restaurant Menus and presentation</li> <li>● Online- Quizlet vocabulary review</li> <li>● Vocabulary Bingo</li> <li>● Raz-kids printable books <ul style="list-style-type: none"> <li>○ Delicioso</li> <li>○ Qué Hay de Desayunar?</li> <li>○ Vegetales y Frutas</li> </ul> </li> <li>○ LA MERIENDA CAMPESTRE</li> <li>○ El Emparedado</li> <li>● El Emparedado- state the steps to make a sandwich</li> </ul> <p>Assessment: Observation Projection completion/presentation</p>
<p><b>Novice Mid</b> 7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.4</p>	<p><b>Interpersonal</b> <b>Interpretive</b> <b>Presentational</b></p>

### **III. Methods of Assessment**

#### **Student Assessment**

Assessments are a continual process. Teachers may use a rubric for holistic assessment for each child. Assessments in second-language learning needs to operate at a number of different levels, because of the many layers of skills and proficiencies that are being acquired, and that thus need to be assessed and evaluated. The types of assessments fall into three major categories.

1. Proficiency Assessment
  - a. The emphasis is on performances, what students can do with the language and to what extent they can transfer the language into real-life settings
2. Achievement Assessment
  - a. It requires students to demonstrate retention of previously learned content material, vocabulary and structure
3. Pro-achievement Assessment
  - a. It is a combination of both proficiency and achievement testing
  - b. It asks students to demonstrate what they know in a meaningful context
4. Assessment Strategies
  - a. Informal assessment
  - b. Formal assessment
  - c. Group assessment

#### **Curriculum/Teacher Assessment**

Since curriculum development in an ongoing process, the teachers will provide the Curriculum Superintendent with suggestions for changes and updates as this course requires.

### **IV. Grouping**

The students in this course are heterogeneously grouped according to grade level.

### **V. Articulation/Scope and Sequence Time Frame**

This year long course is the second level in the sequence of the Spanish elementary school program.

### **VI. Resources**

- A. Speakers- Speakers may be invited to address the classes on cultural topics
  - a. Parents
  - b. Upper-grade students
  - c. Native speakers
- B. References
  - a. American Council on the Teaching of Foreign Languages, (1996) Standards for foreign language learning; Preparing for the 21st Century. Yonkers, NY: ACTFL
  - b. New Jersey State Department of Education, (1999) World Language Curriculum Framework, Trenton, NJ.
  - c. Teach Them Spanish!- Instructional Fair (2001)
  - d. *Risas y Sonrisas*

e. *Elementary Spanish*

C. Websites

- a. [www.abcteach.com](http://www.abcteach.com)
- b. [www.raz-kids.com](http://www.raz-kids.com)
- c. [www.spanish4teachers.org](http://www.spanish4teachers.org)
- d. [www.enchantedlearning.com](http://www.enchantedlearning.com)
- e. [www.languageresources.co.uk](http://www.languageresources.co.uk)
- f. [www.spanishkidstuff.com](http://www.spanishkidstuff.com)
- g. [www.rockalingua.com](http://www.rockalingua.com)
- h. [www.spanishduo.com](http://www.spanishduo.com)
- i. [www.discoveryeducation.com](http://www.discoveryeducation.com)
- j. [www.quizlet.com](http://www.quizlet.com)

## VII. Technology

<https://www.nj.gov/education/cccs/2014/tech/>

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## VII. Methodologies

It is important to vary teaching methods as each student has a unique way of learning. Listed are several different methods, which may be used in combination

- A. Inductive Approach- A strategy that enables classroom instruction to be conducted in the target language, an inductive approach to grammar teaches concrete vocabulary through pictures and objects, while abstract vocabulary is taught by association of ideas.
- B. Natural Approach- A strategy that promotes communicative proficiency by providing real world, authentic experiences and language experiences within meaningful contexts
- C. Password/Language Ladders- A strategy in which students learn to speak sentences or phrases that are associated with desired activities
- D. Gouin Series- A strategy in which students learn to speak sentences or phrases that are associated with desired activities
- E. Total Physical Response (TPR)- A strategy in which students respond with physical activity to an increasingly complex set of commands. The students' response of physical activity signals their comprehension of the command. This is ideally suited for beginning foreign language students, but can be adopted and made more complex for higher level students.
- F. TPR Storytelling- Based on the Natural approach, TPR Storytelling combines the effectiveness of TPR with the power of storytelling. TPR Storytelling teaches students to use

the vocabulary they have learned in the context of entertaining, content rich stories.

Language production goes beyond the imperative into the narrative and descriptive modes.

- G. Interviews- A strategy for gathering information and reporting.
- H. Cloze-An open-ended strategy in which a selected word or phrase is eliminated from a written or oral sentence or paragraph.
- I. Continuums- A strategy used to indicate the relationship among words or phrases.
- J. Interactive Language Tasks- A strategy in which at least two students work together to accomplish a meaningful target language activity.
- K. Cultural presentations- A strategy from creating an exhibit that is focused on aspects of the target culture
- L. The Learning Cycle- A sequence of lessons designed to have students engage in exploratory investigations, construct language and culture concepts to their own lives.

21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> <b>8.1.A</b> Technology Operations and Concepts <input type="checkbox"/> 8.1.B Creativity and Innovation <input checked="" type="checkbox"/> 8.1.C Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	



## Grades 4-5 Scope and Sequence

	Fourth Grade	Fifth Grade
Marking Period 1	Greetings Pleasantries  Culture: Day of the Dead	Classroom objects Numbers/Color review Indefinite articles: Su/Mi  Culture: Day of the Dead
Marking Period 2	Numbers 0-100 Math terms Telling Time State Age  Culture: Latin American Holidays	Family Description words Verb: Ser  Culture: Latin American Holidays
Marking Period 3	Calendar- days, months, year, seasons State birthday  Culture: Country traditions, food, music and customs	Weather Tener expressions Verb: Estar  Culture: Country traditions, food, music and customs
Marking Period 4	Body Parts and Colors  Culture: Latin American music history and background	Food Unit Verb: Gustar  Culture: Latin American music history and background