

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Elementary School Curriculum Guide



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ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Elementary School Curriculum Guide

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Note:

- 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.

MISSION STATEMENT

The Rochelle Park School District's envisions an educational community which inspires and empowers all students to become self-sufficient and thrive in a complex, global society.

DEPARTMENT VISION

It is the firm belief of the Rochelle Park 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 Core Content 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.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Rochelle Park 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.

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 4

Unit: Meeting People

Time Frame: 5 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. I can comfortably talk about things that I have practiced saying. 	<ul style="list-style-type: none"> How can I talk to someone in another language when I am just starting to learn it? What will help my classmates, my teacher, and others understand me better?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> three ways to say hello in Spanish. three ways to say good bye in Spanish. ask and respond to introduction questions. courtesy words 	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet someone in Spanish. say good bye to someone. ask and respond to: <ul style="list-style-type: none"> Como te llamas? Como estas? Cuantos anos tienes? Y tu? employ courtesy words: por favor, gracias, de nada. based on time of day, use buenos dias, beunas tarde, buena sera, buenas noches. 	<p>7.1.NM.A.5 7.1.NM.B.4,5 7.1.NM.C.2,3 9.1.4.D.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
hola adios hasta la vista hasta luego Como te llamas? Como estas? Cuantos anos tienes? por favor gracias de nada buenos dias, buenas tardes, buenas noches tengo... # anos.	puppets vocabulary handout	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Dialogue Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Spanish Speaking World

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Learning about other cultures and countries gives us an opportunity to reflect upon our own and gain a deeper understanding of what makes up our culture. 	<ul style="list-style-type: none"> How does my country/culture compare to various Spanish speaking countries/cultures? Why is Spanish, one of the many languages in the world, a predominant one in our country?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> 21 countries speak Spanish. Christopher Columbus was responsible for bring the Spanish language and culture to the “new world”. locations on a map of the 21 Spanish speaking countries. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> locate and identify the 21 Spanish speaking countries. explain how the “new world” changed because of the Spanish conquest. 	<p>7.1.NM.A.4 7.1.NM.C.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Nicaragua Argentica Costa Rica Gautemala Venezuela Puerto Rico Mexico Panama El Salvador Honduras Ecuador Espana Uruguay Paraguay Cuba Peru Chile Dominican Republic Colombia Bolivia Equatorial Guinea	map of Spanish speaking world blank world map “Los paises hispanos” <u>Sing, Dance, Laugh & Eat Tacos</u>	<u>Formative</u> Observation

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 4

Unit: Alphabet

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> How is the alphabet different in Spanish than in English?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> correct pronunciation of the alphabet/letters in Spanish. the sound that each letter produces. the name for each letter when given out of sequence. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> recite the alphabet. correctly pronounce each letter name. produce each letter sound identify letters when given out of sequence. make comparisons between letter sounds in English and in Spanish 	<p>7.1.NM.A.4 7.1.NM.C.2 9.1.8.D.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>A-a, B-be, C-ce, Ch-che, D-de, E-e, F-efe, G-ge, H-hache, I-I, J-jota, K-ka, L-ele, LL-elle, M-eme, N-ene, N-eñe, O-o, P-pe, Q-cu, R-ere, RR-erre, S-ese, T-te, U-u, V-ve, W-doble ve, X-equis, Y-I griega, Z-zeta</p>	<p>Alphabet Worksheet magnetic letters white board Alphabet Poster “El Alfabeto” from <u>Sing, Dance, Laugh & Eat Tacos 2</u></p>	<p><u>Formative</u> Observation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Numbers

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Written numbers and meanings are the same in English and Spanish, the terms just differ. • Basic vocabulary knowledge supports new second language learning. 	<ul style="list-style-type: none"> • Are numbers a universal language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • correct pronunciation of numbers 0-31 in Spanish. • correct spelling on number words in print. • the name for each number when given out of sequence. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • count orally from 0-31. • correctly pronounce each number in Spanish. • identify number words in both the spoken and written form. • identify each number when given out of sequence. 	<p>7.1.NM.A.4 7.1.NM.C.2 9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>cero, un, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte, veinte y uno, veinte y dos, veinte y tres, veinte y cuatro, veinte y cinco, veinte y seis, veinte y siete, veinte y ocho, veinte y nueve, treinta, treinta y uno</p>	<p>“Cuenta” Song from <u>Sing, Dance, Laugh & Eat Tacos</u> CD1 flashcards reference sheet white boards crossword puzzle number search</p>	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Oral Assessment Listening Comprehension Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Calendar

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. • Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> • How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • the days of the week. • the months. • the seasons. • how a calendar is presented in Spanish. • appropriate responses to calendar questions in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and spell days of the week, months of the year, and seasons. • Correctly read a Spanish calendar. • Respond to the following questions: <ul style="list-style-type: none"> ▪ Que día es hoy? ▪ Que día fue ayer? ▪ Que día será mañana? ▪ Cual es la fecha de hoy? ▪ Cuando es tu cumpleaños? 	<p>7.1.NM.A.3,5 7.1.NM.B.4,5 9.1.12.D.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>días: lunes, martes, miércoles, jueves, viernes, sábado, domingo</p> <p>meses: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre</p> <p>estaciones: invierno, primavera, verano, otoño</p>	<p>songs: "Sábado", "Los meses del año"</p> <p>month calendars</p>	<p><u>Formative</u> Observation</p>

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Grade: 4

Unit: Colors

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. I can comfortably talk about things that I have practiced saying. 	<ul style="list-style-type: none"> How can I talk to someone in another language when I am just starting to learn it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> red, orange, yellow, blue, purple, green, black, white, brown, pink and gray in Spanish. appropriate responses to questions relating to colors. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify colors and use the corresponding Spanish word. name the color of a presented object. answer ‘What color is it?’ answer ‘What is your favorite color?’ 	<p>7.1.NM.A.5 7.1.NM.B.4,5 9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
rojo anaranjado amarillo azul morado verde negro blanco café rosado gris	<p><u>My Colors, My World</u> by Maya Christina Gonzalez</p> <p>color worksheet</p>	<p><u>Formative</u> <u>Observation</u></p>

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Grade: 4

Unit: Classroom

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> names of various classroom items. words for take out, put away, and show me. definite articles. adjective placement and agreement rules. plural forms of subject related nouns. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify and show various classroom items. respond to teacher directed commands: saquen, guarden, muestrame. apply correctly el, la, los, and las. place color adjectives after classroom nouns and have them agree in gender and number. change a noun from singular to plural. 	<p>7.1.NM.A.4 7.1.NM.B.2 9.1.8.D.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
el lapis el boligrafo/la pluma el libro el cuaderno la carpeta el papel la clase el pupitre el escritorio el reloj el maestro/professor la pizarra la mochila el marcador la goma/el borrador	classroom objects picture cards	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Backpack Project</p>

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Grade: 4

Unit: Body Parts

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary relating to body parts. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify body parts and correctly pronounce each term in Spanish. read and write the correct vocabulary relating to body parts. 	<p>7.1.NM.A.4,5 7.1.NM.B.2 7.1.NM.C.2 9.1.12.D.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
cuerpo cabeza brazo mano dedo pierna pie ojo nariz boca orejas	Song: "Dolor de cabeza" "Cabeza, hombros..." song from <u>Sing, Dance, Laugh & Eat Tacos</u>	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Draw and Label a Monster</p>

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Grade: 4

Unit: Culture: Aztec Calendar

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Many early civilizations have made an impact on the development of our own. 	<ul style="list-style-type: none"> How can we learn and/or benefit from other culture’s discoveries and experiences? How does geography play a role in the success of a culture?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> three major pre-Colombian: Aztec, Mayan, Incan. geographically where the three civilizations lived. Aztecs lived in what is now Mexico. history of the Aztec calendar or the sun stone. the calendar represents days, months, and years in a circular fashion using glyphs. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the three major pre-Colombian civilizations: Aztecs, Mayan, Incas. locate on a map where the three civilizations lived. understand the history of the sun stone. compare and contrast our calendar with the Aztec calendar. create their personal hieroglyphic calendar. 	<p>7.1.NM.A.3 8.2.8.G.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Aztec Mayan Incan Pre-Colombian Glyphs</p>	<p><u>Bienvenidos</u> by Cynthia Downs pp. 31-44</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Hieroglyphic Calendar</p>

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Grade: 4 **Unit:** TPR: Teaching Proficiency through Reading and Storytelling **Time Frame:** 2 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Comprehension of a second language can be assisted when hearing over and over the grammatical feature and basic vocabulary that are essential for fluent expression of ideas. 	<ul style="list-style-type: none"> How can listening to stories in Spanish help us to learn a language in terms of understanding and speaking?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> visual clues and intonation can help comprehension of a story that is being told in a different language. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> comprehend and respond to a story told completely in Spanish. summarize an oral story in Spanish into English. read and fill in blanks with story details. 	<p>7.1.NM.A.2 9.1.8.D.2 9.1.12.D.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>habia el chico la chica se llamaba estaba tenia queria</p>	<p><u>Spanish Mini-stories for Look, I Can Talk!</u> Blaine Ray</p> <p>vocabulary chart</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Story Blank Worksheet</p>

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Grade: 5

Unit: Famous Hispanics

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Contributions of peoples of diverse backgrounds have an impact of the development of a country/culture. 	<ul style="list-style-type: none"> How is Hispanic defined? How have famous Hispanic people influenced and contributed on our culture and society?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Hispanic people have made contributions to culture. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Research famous Hispanics. Work in a group to read and answer questions about a famous Hispanic. Jigsaw to a new group and share information with each other. 	<p>7.1.NM.A.4 9.1.8.C.1 9.3.8.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Hispanic Latino</p>	<p>Various research materials Worksheet</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Famous Hispanic Worksheet</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 5

Unit: Numbers

Time Frame: 5 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Written numbers and meanings are the same in English and Spanish, the terms just differ. • Basic vocabulary knowledge supports new second language learning. 	<ul style="list-style-type: none"> • Are numbers a universal language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • correct pronunciation of numbers 32-100. • correct spelling on number words in print. • names of each number when given out of sequence. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • count orally from 32-100. • correctly pronounce each number. • spell the number words. • identify each number when given out of sequence. 	<p>7.1.NM.A.4 7.1.NM.C.2 9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Treinta y dos Treinta y tres Treinta y cuatro Treinta y cinco Treinta y seis Treinta y siete Treinta y ocho Treinta y nueve Cuarenta (y uno – nueve) Cincuenta (y uno – nueve) Sesenta (y uno – nueve) Ochenta (y uno – nueve) Noventa (y uno – nueve) Ciento (uno – nueve)</p>	<p><u>Teach Them Spanish!</u> Gr4, pg5-6 white board</p>	<p><u>Formative:</u> Observation <u>Summative:</u> Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Time

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. I can comfortably talk about things that I have practiced saying. 	<ul style="list-style-type: none"> How can I talk to someone in another language when I am just starting to learn it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> time to the hour and half hour in Spanish. basic vocabulary and sentence structure to be able to discuss time in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> tell time to the hour, half hour, and quarter hour. ask “Que hora es?” answer “Es la una.” Or “Son las _____.” 	<p>7.1.NM.B.4, 5</p> <p>9.1.8.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>cuarto media y menos</p>	<p>clock manipulatives</p>	<p><u>Formative:</u> Observation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 5

Unit: Culture: Day of the Dead

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Dia de los Muertos is a culturally relevant holiday to the Latino culture in which family members who have died are remembered. • Dia de los Muertos is celebrated in the United States where there are large Latino populations, such as California and Texas. 	<ul style="list-style-type: none"> • How do we remember our loved ones? • Do Americans celebrate holidays like Dia de los Muertos/Day of the Dead?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Day of the Dead is not the same as Halloween. • Family traditions surrounding the Day of the Dead. • Various cultures have differing holidays and serve the people in different ways. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare/contrast Day of the Dead to Halloween. • Describe what goes on during the Day of the Dead celebration. 	<p>7.1.NM.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>calavera cempasuchil pan de muerto dia de los muertos</p>	<p>Day of the Dead bingo game (Teacher's Discovery)</p> <p>Celebration Posters</p>	<p><u>Formative:</u> Observation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Weather

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various weather expressions. ways of engaging in conversations about weather in Spanish. some weather expressions use the verb "to make" and others use the verb "to be". 	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe the weather. ask what the weather is like, "Que tiempo hace?" distinguish between the expressions that use "hacer" and the ones that use "estar". 	<p>7.1.NM.B.4 7.1.NM.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>hace sol hace calor hace mucho calor hace viento hace fresco hace frio hace buen tiempo hace mal tiempo esta lloviendo (or llueve) esta nevando (or nieva) esta nublado</p>	<p>Song: "Que tiempo hace hoy?" from <u>Sing, Dance, Laugh & Eat Tacos</u></p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Weather Forecast Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 5

Unit: Clothing

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. I can comfortably talk about things that I have practiced saying. 	<ul style="list-style-type: none"> How can I talk to someone in another language when I am just starting to learn it?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> names of various articles of clothing in Spanish. the use of the verb llevar: to wear in the I, you, he/she forms. indefinite articles. adjective placement and agreement rules. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify various articles of clothing. conjugate the verb “llevar” in the singular. apply correctly “un, una, unos, unas” place color adjectives after clothing words and have them agree in gender and number. 	<p>7.1.NM.A.4 7.1.NM.B.4 7.1.NM.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la falda la blusa el vestido la camisa los pantalones la chaqueta el sueter los zapatos el sombrero la ropa los pantalones cortos calcetines</p>	<p>clothing flashcards vocabulary handout</p> <p>Song: “La Lavadora” from <u>Sing, Dance, Laugh & Eat Tacos</u></p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Designing a Closet Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 5

Unit: Family

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> names of family members. possessive adjectives. basic vocabulary to engage in dialogue about family. masculine/feminine forms of "the". 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify family members in Spanish. apply possessive adjectives and have them agree in gender and number. ask and respond to: "Tienes...?", "Cuantos.....?", "Como se llama...?". apply "el" and "la". 	<p>7.1.NM.A.4 7.1.NM.B.4,5 7.1.NM.C.2 9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
la madre la mama el padre el papa el abuelo la abuela el hermano la hermana el hijo la hija el tío el tía el primoa la prima	<p>Song: "Mi Familia Grande" from <u>Sing, Dance, Laugh & Eat Tacos</u></p> <p><u>Teach Them Spanish</u> gr.3, gr. 4 – Family Units</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Family Photo Album/ Quiz</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Activities

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> names of various activities and sports. basic vocabulary to engage in conversation regarding activities, likes and dislikes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify various activities and sports and correctly pronounce the terms in Spanish. ask and respond to "Do you like...?" in both the singular and plural. 	<p>7.1.NM.A.5 7.1.NM.B.4, 5 7.1.NM.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>jugar al beisbol jugar al baloncesta montar en bicicleta leer nadar correr jugar al futbol jugar al futbol americano patinar esquiar bailar dibujar cantar</p>	<p>vocabulary handout with pictures</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Culture: Cinco de Mayo

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Cinco de Mayo is not Mexican Independence Day. • Cinco de Mayo is a holiday in which Mexican people celebrate their rights of freedom and liberty and honor those that have fought for those rights. 	<ul style="list-style-type: none"> • What is the history of Cinco de Mayo and why do we celebrate it in the United States? • Are there any American holidays that remind us of Cinco de Mayo?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • history of Cinco de Mayo. • facts about the Mexican Army and leadership. • geography specific to the Battle of Puebla. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain what “Cinco de Mayo” means. • explain what happened during the Battle of Puebla on May 5, 1862. • name Benito Juarez as the General of the Mexican Army. 	<p>7.1.NM.A.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Cinco de Mayo Puebla Benito Juarez</p>	<p>Cinco de Mayo video</p>	<p><u>Summative:</u> Video Guide Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Places to Go

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Actively thinking about what I already know helps me better understand. I can comfortably talk about things that I have practiced saying. 	<ul style="list-style-type: none"> How can I talk to someone in another language when I am just starting to learn it? What will help my classmates, my teacher, and others understand me better?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary relating to community locations and institutions. basic vocabulary to dialogue in Spanish about places you would go. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name various locations that one can go to in a community in Spanish. ask “Adonde vas?” answer “Voy a...” use “a la...” or “a las...” in a sentence. 	<p>7.1.NM.A.4,5 7.1.NM.B 4,5</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la escuela la tienda la casa el apartamento el parque la biblioteca la playa el mercado el cine el restaurante</p>	<p><u>Teach Them Spanish</u> gr.3 p.39</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Food

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> basic breakfast, lunch and dinner foods. basic vocabulary to engage in dialogue about food in both formal and informal. that meal habits are different from our cultural habits in the US. currency conversions of pesos and dollars. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name the three main meals and common foods in Spanish. ask someone what they would like to have and tell someone what they would like to have when ordering. understand and articulate the cultural differences in meal times. use online resources to convert U.S. dollars to Mexican pesos. 	<p>7.1.NM.B.4,5 7.1.NM.C.2</p> <p>8.1.8.E.1</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el desayuno el almuerzo la cena los huevos el pan tostado la leche el jugo la ensalada la sopa la carne el pascado el pollo el arroz las papas el agua</p>	<p><u>Teach Them Spanish</u> gr.4, p64</p>	<p><u>Formative:</u> Restaurant Dialogues</p> <p><u>Summative:</u> Student Created Menus</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Farm Animals

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying. Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions. 	<ul style="list-style-type: none"> How can I better understand when I do not know everything I read and hear?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> farm animal names in Spanish. adjectives relating to describing animals. the verb "ser" in the third person. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name farm animals. describe farm animals using the correct form of "ser" and adjectives. use online resources to research agriculture in Spanish-speaking countries. 	<p>7.1.NM.A.4 7.1.NM.B.5 9.1.8.D.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
la vaca la granja el pollito el gallo la gallina el perro el gato la oveja el pavo el cerdo el pato grande pequeno bonito feo gordo delgado alto bajo fuerte debil rapido lento	animal puppets, pictures, figurines Song: "Vengan a Ver Mi Granja" from <u>Sing, Dance, Laugh & Eat Tacos</u>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Bullfighting

Time Frame: 2 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Sometimes cultural traditions and celebrations create conflict and controversy in current times. 	<ul style="list-style-type: none"> Is bullfighting an expression of art or an act of violence? Should traditions be questioned?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the history of bullfighting. the stages of a bull fight. the arguments for and against bullfighting. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> read and view information on bullfighting and explain the history. explain the stages in a bullfight. write a persuasive essay to the World Society for the Protection of Animals stating their position on bullfighting: <ul style="list-style-type: none"> Keep lethal bullfighting End all bullfights Allow bullfighting without the killing of the bull/ 	<p>7.1.NM.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
matador picadores bandilleros toro capote plaza de toros traje de luz corrida de toros	<u>Ferdinand the Bull</u> by Munro Leaf	<u>Formative:</u> Debate <u>Summative:</u> Essay

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5 **Unit:** TPR: Teaching Proficiency through Reading and Storytelling **Time Frame:** 2 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Comprehension of a second language can be assisted when hearing over and over the grammatical feature and basic vocabulary that are essential for fluent expression of ideas. 	<ul style="list-style-type: none"> How can listening to stories in Spanish help us to learn a language in terms of understanding and speaking?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> visual clues and intonation can help comprehension of a story that is being told in a different language. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> comprehend and respond to a story told completely in Spanish. summarize in English an oral story told in Spanish. read, fill in blanks, and answer questions about a story written in Spanish. 	<p>7.1.NM.A.2 9.1.8.D.2 9.1.12.D.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>estaba queria tenia fue esta quiere tiene va</p>	<p><u>Spanish Mini-stories for Look, I Can Talk!</u> Blaine Ray</p> <p>vocabulary chart written story and questions</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Story Question Worksheet</p>