

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Middle School Curriculum Guide



BOE Approval: 2/12/2015

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Middle 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
Spanish Curriculum Guide

Grade: 6

Unit: Spanish Speaking World

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Appreciating and understanding the variety of cultures that exist in a society enriches us as a society. 	<ul style="list-style-type: none"> What are the basic geography, demographics and history of various Spanish speaking countries? What similarities can you find between our culture and language and other Spanish speaking countries?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the positive impact the studying of the Spanish language can have on their lives and their futures. the Spanish speaking world map. basic greetings in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> explain the advantages of learning a second language. identify the location of various Spanish speaking countries. communicate in the target language, asking how some is doing and answering in complete phrases. 	<p>7.1.IL.C.2-5 7.1.IM.C.2,3,5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
el mundo el pais-los paises el continente Norteamerica Sudamerica Centroamerica Europa la capital Donde esta..... ? saludos hola, Buenos dias, buenas tardes, buenas noches Como estas? Como esta usted? bien, gracias Quien es tu amigo-a? hasta luego, adios, hasta manana Que tal?	<p><u>Dime Algo!</u> Pp VI – X, 19, 23</p> <p><u>Ten Basic Units for Middle School Spanish:</u> pp. 1,2,7,9,13-15</p> <p>world map</p> <p><u>Dime Algo! Cuaderno de Actividades</u> pp 13, 17 - 19</p>	<p><u>Formative</u> Class Discussion Role Play Dialogue Map Activity Verbal/written response</p> <p><u>Summative</u> Quiz: Map Quiz: Greetings Project: Country Research</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Subjects and Pronouns

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Basic vocabulary knowledge supports new second language acquisition. • A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> • Are numbers a universal language? • How do patterns help us to recall the names of numbers in foreign languages? • How does communicating about everyday life help me carry on an understandable conversation?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • subject pronouns. • subject and verbs (formal/informal). • #s 0-60 (review). • date, days of the week, and months of the year (review). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify subjects and verbs. • apply and substitute subject pronouns for nouns. • recall and write numbers 0-60 in Spanish. • count different items orally. • add, subtract, multiply in the target language. • recall and name the date and days. • recall the months of the year. 	<p>7.1.IL.C.3-5 7.1.IM.C.2,3,5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
verbo ser yo soy – nosotros somos tu eres – vosotros/as sois usted es – ustedes son el es – ellos son, ella es – ellas son Quien es el? Quien es ella? el, ella, ellos, ellas son mi, mis, amigo, a, os, as Que fecha es hoy? Que dia es hoy? hoy es lunes, martes, miercoles, jueves, viernes, sabado, domingo el primero hoy, ayer, manana es, fue enero, febrero, marzo, abril, mayo, junio, Julio agosto, septiembre, octubre, noviembre, diciembre el dia, el mes, el ano mi mama, papa, hermano-a, profesor-a	<p><u>Dime Algo!</u> pp 24-25</p> <p><u>Ten Basic Units for Middle School Spanish:</u> pp. 20-21</p> <p>Flashcards</p> <p>PowerPoint: verb: ser</p> <p>student hand out</p>	<p><u>Formative</u> Class Discussion Observation Match Activity Bingo Flashcards HW Practice</p> <p><u>Summative</u> Quiz Oral Assessment Create a Calendar</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Getting to Know Each Other

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Effective communication is dependent on spoken and written language. 	<ul style="list-style-type: none"> How do I initiate a conversation in a foreign language when just beginning to learn it? How do I greet people and exchange personal information? Why does it matter if I use a formal or informal greeting?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> appropriate vocabulary and structure when introducing others. correct formal and informal format when communicating. vocabulary and sentence structure to tell time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet and introduce themselves and others. apply and understand the difference in addressing people as tu or usted. begin telling time and in indicating morning, afternoon, and evening. 	<p>7.1.NM.C.2,3,5 7.1.IL.C.2,3,5 7.1.IM.C.2,3,5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Como te llamas? Me llamo... Mi nombre es... mucho gusto encantado igualmente Y tu? Y usted? Como se llama? Quiero presentarte a... Quiero presentarle a... Quien es ella? Senor, senora, senorita Que hora es? Es la una en punto. Son lastres y media. Son las ocho y cuarenta de la manana, noche, tarde	<p><u>Dime Algo!</u> pp 34-36</p> <p><u>Dime Algo! Cuaderno de Actividades</u> pg 30 B</p> <p>Written group dialogue</p>	<p><u>Formative</u> Class Discussion Observations Role Play Dialogue HW Practice</p> <p><u>Summative</u> Quiz Oral Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Nationality

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 	<ul style="list-style-type: none"> How can role play increase my ability to engage in conversation in a foreign language? Of all the different places Spanish is spoken, are there variances?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the appropriate use of the preposition “de”. the proper way to ask where someone is from in Spanish. classroom phrases, basic greetings, and introductions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet and introduce one another. say where they and others are from. express themselves in complete phrases relating to their backgrounds and those of others. 	<p>7.1.NM.C.2-5 7.1.NH.C.2,5 7.1.IL.C.2,4,5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
De donde eres? Soy de... De donde es el, ella, Maria, amigo companero de clase? De donde es la profesora? El, ella es de... Soy Mexicano-a Expanol-a Estadounidense Puertorriqueno-a Chileno-a Argentino-a Dominicano-a Peruano-a Costarricense Texano-a	<p><u>Dime Algo!</u> pp 30, 37, 38</p> <p><u>Dime Algo! Cuaderno de Actividades</u> pg 27, 30 C</p> <p>Group dialogue Listening activity Audio CD</p>	<p><u>Formative</u> Class Discussion Role Play Dialogue</p> <p><u>Summative</u> Project: Cartoon</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 6

Unit: Physical Descriptions & Personality Traits

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Aspects of a language serve as a communication function which highlights the connections between cultures and languages. A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> How do I make myself clearly understood when speaking and writing? How does my understanding of the English language help me learn a second language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> physical and personality trait descriptive vocabulary. subject pronouns. noun and adjective agreement. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> describe people. utilize written and verbal communication phrases and sentences with the correct form of 'ser'. 	<p>7.1.NM.C.2,3,5 7.1.NH.C.2,3 7.1.IL.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como eres? Soy moreno-a bonita rubia-o comica-o baja-a delgada-o atletico-a timido-a popular alto-a inteligente tonto-a Como son? Son guapos feos simpatico-a pelirrojo-a tambien</p>	<p><u>Dime Algo!</u> pg 42-48 <u>Dime Algo! Cuaderno de Actividades</u> pg 75 PowerPoint Presentation Pictures of Famous People transparency</p>	<p><u>Formative</u> Observation Class Discussion Bingo HW Practice <u>Summative</u> Quiz Oral Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 6

Unit: Verb Conjugation: tener “to have”
 singular/plural

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • the verb: tener. • infinitive and conjugated forms. • school items in Spanish. • definite and indefinite articles. • the verb: hay. • number and gender agreement. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • write phrases and sentences using the correct form of the verb tener/hay. • create and write phrases using the correct articles. • list classroom supplies in Spanish. • ask and answer questions about items they have or do not have. • listen and talk about what items are in the classroom or backpack. 	<p>7.1.NM.C.2-4 7.1.NH.C3 7.1.IL.C.2-4 7.1.IM.C.2-4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>tener yo tengo tu tienes usted tiene el/ella tiene tener-hay el papel-un el lapiz-un la escuela-una la mesa-una la silla-una los cuadernos-unos los estudiantes-unos las mesas-unos las calculadoras-unas las mochilas-unas hay, no hay para el colegio el boligrafo el lapiz el borrador la calculadora la mochila los libros la regla la carpeta el cuaderno la lista tambien un/una el/la unos escritorios la clase el estudiante una pizarra las mesas las sillas Que es? los pupitres Que hay?</p>	<p><u>Dime Algo!</u> pg 5-10, G2, G3, G20</p> <p><u>Dime Algo! Cuaderno de Actividades</u> pg 1, 2, 5, 6</p> <p><u>Dime Algo!</u> Audio CD</p> <p>PowerPoint Presentation</p> <p>Flashcards</p> <p>Bingo game</p>	<p><u>Formative</u> Observation Bingo Flashcards Whiteboards Listening Activity HW Practice</p> <p><u>Summative</u> Quiz Project: Pair Activity Oral Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 6

Unit: Verb Conjugation: estar “to be”

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • the verb: estar. • school subjects and schedules in Spanish. • places on a school campus • correct way to tell time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • talk about location of people or things. • utilize thematic vocabulary to discuss their school schedules. • respond to visual and audio prompts. • define the verb: estar and explains its various uses. 	<p>7.1.IL.C.2-4 7.1.IM.C.2,3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Donde estas? Estoy en la biblioteca. Donde esta la profesora torres? Esta en el salon de clase. la clase de espanol, musica, arte, matematicas, ingles, computacion, ciencias el teatro el gimnasio la cafeteria la oficicina del director el patio nosotros estamos ellos estan tu estas</p>	<p><u>Dime Algo!</u> pp 82, 83 Teaching Transparencies Holt Puzzle Pro</p>	<p><u>Formative</u> Class Discussion Observation <u>Summative</u> Interview/Speaking Assessment Quiz</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
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Grade: 7

Unit: Greetings & Goodbyes

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves. 	<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? How can I ask question in a foreign language and be understood? How do I greet people using formal and informal expressions?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> greetings and goodbyes as studied in grade 6. introduction and asking where you and others are from. the difference between formal and informal greetings and when to apply them. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> greet students and teachers formally and informally. introduce themselves and say farewell to others using the third person. ask how others are doing. say and ask where someone is from. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como te llamas? Como estas? Como esta usted? Como se llama usted, tu amigo-a? me llamo se llama estoy bien Este es mi companero de clase. Esta es Maria mi major amiga. buenos dias/tardes/noches Que tal? Y tu? Quien es ella, el? Ella es la profesora Garcia. De donde eres? De donde es usted? De donde es Jose? El es de Colombia. Soy de Mexico Hasta luego/manana/pronto nos vemos tengo que irme</p>	<p><u>Expresate 1A</u>: pp 6-11 <u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 1-3</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> Quiz :<u>Expresate 1A Assessment Program</u> : pp1,2</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Verb: Ser

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • the identification and application of subjects, pronouns, and verbs orally and in writing. • the conjugation of the verb ser in sentences • various facts and attributes of Spain. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • use the correct form of the verb in oral and/or written discourse. • differentiate formal/informal subject and pronouns. • locate Spain and its capital on a map. • tell in Spanish, Spain’s location and its capital. • compare greetings from Spain, Mexico, and USA. 	<p>7.1.IL.C.3-5 7.1.IM.C.3-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Verbo ser: to be Yo soy - no sotros somos Tu eres – vo sotros/as sois Usted es – estedes son El, ella es – ellos, ellas son Quien mans? Quien es quien? De quien hablas?</p>	<p><u>Expresate 1A</u>: pp 12-17 <u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 4-6 <u>Expresate 1A Cuaderno de Actividades</u> pp 1-4 Interview Activity (text p15) World Map, Map of Spain</p>	<p><u>Formative</u> Map Activity Class Discussion HW Practice <u>Summative</u> Test: <u>Expresate 1A Assessment Program</u> p5 Quiz: <u>Expresate 1A Assessment Program</u> pp 3,4</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Getting and Giving Information

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Basic vocabulary knowledge supports new second language acquisition. • A strong English foundation can assist in learning a second language. 	<ul style="list-style-type: none"> • Are numbers a universal language? • How do patterns help us to recall the names of numbers in foreign languages?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • numbers 0 through 60 and to recite phone numbers in Spanish. • various ways of giving/getting information (i.e. date, weather, time, contact information, phone number, email). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recall and count numbers 0 to 60. • ask and give phone numbers. • tell time • recall and name days of the week and months of the year. • recall and tell the date. • talk about age and birthday. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>los numeros de cero a sesenta contando Que numeros faltan? Cual es tu telefonos? es nueve, siete, tres... Cual es es telefonos de Rosita? antes despues Cuando es tu cumpleanos? El primero de marzo. El quince de enero Cuantos anos tienes? Tengo quince anos. Que hora es? Son las diez de la tarde. Es la una de la manana. Es medio dia. Es media noche.</p>	<p>SmartBoard Birthday Game <u>Expresate 1A</u>: pp 18-21</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice White Boards <u>Summative</u> Written Quiz</p>

<p>En punto cuarto/tres curators Que fecha es hoy? El primero de mayo. Que día es? Hoy es lunes. lunes, martes, miércoles, jueves, viernes, sábado, domingo enero, febrero, marzo, abril, mayo, junio, Julio, agosto, septiembre, octubre, noviembre, diciembre. Como se escribe...? Se escribe... Cual es tu correo electrónico? Es eme ene... Cual es el correo electrónico de...?</p>		
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ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Telling Time & Alphabet

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Basic vocabulary knowledge supports new second language acquisition. • To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly. 	<ul style="list-style-type: none"> • How is the Spanish alphabet different from the English alphabet? • Can I carry on an understandable conversation? • How can being able to tell time in a foreign language help me engage in a new culture?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • number up to 100. • time in Spanish. • alphabet pronunciation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recall numbers up to 60 previously studied and increase number knowledge and application to 100. • tell time. • listen, identify, and pronounce letters. • ask how words are spelled and give spellings orally. • ask and spell email addresses. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Que hora es? Es la una y media. Son las ocho de la noche. El el medio dia. Es la media noche. Son las doce menos diez. Es la una y cuarto. Son las dos y tres curators. Son las siete en punto. De la tarde. Es la una de la manana. Como se escribe...? Se escribe... Cual es tu correo electronic? Es...</p>	<p><u>Expresate 1A</u>: pp 20-23</p> <p><u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 8</p> <p><u>Ten Basic Units for Middle School Spanish</u>: pg. 41</p> <p>individual student clocks</p> <p>audio tape/CD</p>	<p><u>Formative</u> Observation Communication Activity HW Practice</p> <p><u>Summative</u> Quiz: <u>Expresate 1A Assessment Program</u> pp Vocab 2/chap 1 Listening Assessment Test: Chapter 1</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Getting to Know You

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as ourselves. 	<ul style="list-style-type: none"> How can I talk about myself and the world around me in another language and be understood by others? How do you greet people and exchange personal information using formal and informal expressions?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> descriptive vocabulary referring to themselves, their like and dislikes. the appropriate way to ask someone's age and birthday in the third person. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> get to know a person and ask their likes and dislikes. describe someone. ask someone's age and birthday. dialogue with another in a friendly conversation. 	<p>7.1.IL.C.2-5 7.1.IM.C.3-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como es...? El es moreno... Como eres? Yo soy timida. tambien bastante trabajador extrovertido-a, simpatico-a, aburrido-a, activo-a, tonto-a, atletico-a, romanic-a, serio-a, intellectual, gracioso-a, alto, bajo-a, pelirroja-a, rubio-a, un poco, perezoso-a, bonito-a Cuantos anos tienes? Tengo... Cuantos anos tiene Maria? Ella tiene... Cuando es tu cumpleaños? Es el... Cuandop es el cumpeanos de...?</p>	<p><u>Expresate 1A</u>: pp 48-53 <u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 13-15 ExpresaVision DVD Listening Activity audio tape Communication Activity</p>	<p><u>Formative</u> Observation HW Practice Role Play Dialogue <u>Summative</u> Quiz: <u>Expresate 1A Assessment Program</u> pp Vocab 1/chap 2</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Ser with Adjectives Describing People

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> • How do I conjugate verbs in a foreign language and is there a pattern to be found in them? • How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • ser with adjectives. • the correct way to form questions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • conjugate in written and oral form ser with adjectives. • properly write and speak with gender and adjective agreement. • utilize plurals in using proper grammar. • formulate questions orally and in writing. 	<p>7.1.IL.C.3-5 7.1.IM.C.4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Como son...? Ellas/mis amigas son... intelectuales trabajadores com, cuando, que, quien, quienes De donde, cual? Eres, es, son?</p>	<p><u>Expresate 1A</u>: pp 54-59 <u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 16-18 Communication Activity: yo soy, y tu? Listening Activity Audio CD</p>	<p><u>Formative</u> Reading & Written Practice (activity 20, p59) Listening Practice(activity 18, p58) HW Practice <u>Summative</u> Quiz: <u>Expresate 1A Assessment Program</u> pp Grammar 1/chap 2</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Likes and Dislikes

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> To have a natural conversation I have to do more than ask and answer questions. I have to listen to what the speaker is saying to me and respond accordingly. 	<ul style="list-style-type: none"> How can I talk about myself and the world around me in another language and be understood by others?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> vocabulary to assist them in holding discussions with others about their likes and dislikes. descriptive words in Spanish. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> inquire about someone's likes/dislikes. respond to questions orally. describe objects. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Te gusta/n....? Si, no me gusta/n... Te gusta/n mas... o...? Me gusta mas... Me de igual El ajedrez, la musica El helado, las hamburguesas La comida Mexicana, italiana Los libros de amor, aventuras, misterio, etc Las peliculas de ciencia ficcion Las fiestas, los deportes, las verduras, las frutas, los videojuegos, los animales, los carros Que tal? Que te gusta? Que les gusta? Es muy delicioso, horrible Es pesimo (a), fenomenal, formidable Es algo divertido (a), interesante Es bastante bueno (a), malo (a) Te gustan o no?</p>	<p><u>Expresate 1A</u>: pp 62-67 <u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 19-21 Listening Activity 24, p 64 Interactive DVD Transparencias</p>	<p><u>Formative</u> Observation Role Play Dialogue Bingo HW Practive <u>Summative</u> Quiz: <u>Expresate 1A Assessment Program</u> pp Vocab 2/chap 2 Test: Prueba Application 1</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 7

Unit: Nouns with Definite Articles
 verb: gustar, por que?, porque

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • A strong English foundation can assist in learning a second language. • Aspects of a language serve as a communication function which highlights the connections between cultures and languages. 	<ul style="list-style-type: none"> • How does my understanding of the English language help me learn a second language? • How do I make myself clearly understood when speaking and writing?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • definite articles with nouns: singular and plural. • gender, number, and adjective agreement. • negative: de gustar • how to ask why as a follow up questions and to continue dialogue. • indirect object pronouns. • contractions. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recall and apply masculine and feminine nouns. • use plurals correctly in context. • recall and apply gender, number agreement, and adjectives orally and in writing. • conjugate and use the verb: gustar/no me gustar • identify and use indirect object pronouns • use the preposition de and contraction del 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>La pizza es deliciosa El heladoes delicioso Me gustan las frutas porque son deliciosas. El, la, los, las (definite articles) Beuno-a-as Divertida-o-os Como son los libros? Me, te, le, nos, os, les Por que? Porque Mas Que les gusta mas? De, del, de la, de los A quien? A quienes?</p>	<p><u>Expresate 1A</u>: pp 68-73</p> <p><u>Expresate 1A Cuaderno de Vocabulario y Gramatica</u> pp 22-24</p> <p>Communication Activity: le entrevista</p> <p>Interactive Gramavision DVD</p> <p>Audio CD</p>	<p><u>Formative</u> Observation Poll/Interview Classmates HW Practice</p> <p><u>Summative</u> Quiz: <u>Expresate 1A Assessment Program</u> pp Grammar 2/chap 2</p> <p>Oral/Written Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8 Trimester

Unit: Basic Foundations Review

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 	<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various Spanish speaking countries in our world (review). greetings (review). singular and plural introductions (review). geography relating to Spain. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify the location on a map of various Spanish speaking countries. describe verbally the major areas and countries where Spanish is spoken. greet and ask how someone is doing, where they are from, and their name. use the correct subject pronoun (formal/informal). identify Spanish geography, holidays/celebrations, food, architecture, and art. 	<p>7.1.IL.C.2,4,5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Donde esta....? Esta en... Donde se habla espanol? Cual es la capital de Espana? Como se llama usted? tu amigo, (a)? Como esta usted?, Como estas? Mi amiga se llama.... Estoy muy bien Galicia, Barcelona, Madrid, Andalucia, Sevilla, Altamira, la Mancha, Avila, Mar Mediterraneo los pirineos paella, la comida, tortilla Espanola el pintor Joan Miro las castanuelas</p>	<p><u>Expresate 1A:</u> pp. 1-3 <u>Expresate 1A Cuaderno de Actividades:</u> pp. 1-4 Video: Flamenco and Use of Castanets</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> <u>Expresate 1A Assessment Program</u> Quiz: Spain Oral Assessment: Conversation Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Grammar Review

Time Frame: 5 days

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 does my understanding of the English language help me learn a second language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the verb: ser and application to time, date, and telephone. punctuation marks and written accents. the negative form of ser. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> apply and make connections when using the verb ser to give their telephone number. say the date, the day and the time in complete sentences. construct sentences negative with the verb ser. apply the correct punctuation marks and written accents, tilde, accents, question and exclamation marks. 	<p>7.1.IL.C.2-4 7.1.IM.C.2-4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>You soy de... Mi telefono es..... Hoy es el diez de marzo, hoy es viernes Son las tres de la tarde. mañana companero Que tal? adios, hasta luego Quien es tu profesora? Somos de Espana Hasta pronto Empecemos Comunicacion senorita, senora, senor Caundo? Como? Donde? Cual? Cuantos? Mucho gusto No es correcto No somos de Peru No soy.....</p>	<p><u>Expresate 1A</u>: pp. 24-27 <u>Expresate 1A Cuaderno de Actividades</u>: pp. 5-10 <u>Cuaderno de Vocabulario y Gramatica</u>: pp. 10-12 <u>Gramavision DVD</u> Novela en Video pp. 30-33</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> <u>Expresate 1A Assessment Program</u> Application 2 Capitulo 1 pp.10-11</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Geocultura de Puerto Rico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Learning about diverse cultures provides a context in which to compare and contrast our customs with others. 	<ul style="list-style-type: none"> How does learning about different countries/cultures have us reflect upon our own? How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> factual information of Puerto Rico. the cultural, governmental, and geographic similarities and differences between Puerto Rico and the United States. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> locate Puerto Rico and its capital, and other important geographic places on a map. tell in Spanish that Puerto Rico is located in the Caribbean. explain basic information about Puerto Rico: currency, places of interest, food, holidays, culture, celebrations, architecture. compare different facts between Puerto Rico and the United States like currency and government. 	<p>7.1.IL.C.4-5 7.1.IM.C.4,5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el mapa, el pais, la isla, la capital, el dinero, la comida, la arquitectura, el arte, el idioma- lenguaje, el caribe Donde esta? las celebraciones, el parquet, el festival, la cultura, la mascot, la musica, el baile, cierto, falso, radio novellas Pollo frito con tostones el gobierno Sabias que...? El Viejo San Juan. El Yunque El coqui</p>	<p><u>Expresate 1A</u>: pp. 42-45 <u>Expresate 1A Cuaderno de Actividades</u>: pp. 14 Laptops Library: Pair Research Activity Video: City/Rural</p>	<p><u>Formative</u> Class Discussion <u>Summative</u> <u>Expresate 1A Assessment Program</u> Geocultura Puerto Rico 2 Capitulo 2 pp.35-36</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Like

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the conjugation of the verb: gustar and its correct application in verbal and written form. <ul style="list-style-type: none"> me gusta te gusta le gusta nos gusta les gusta gustar with infinitives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> correctly conjugate the verb: gustar (like). use prepositions and pronouns. conjugate the negative: does not like. 	<p>7.1.IL.C.2-4 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>a mi, a ti, a el, a ella, a usted hacer ejercicio escuchar musica correr nadar ver television pasear jugar a juegos de mesa leer jugar al beisbol Que te gusta hacer? a mi me gusta hablar por telefono bailar descansar jugar al basquetbol, al beisbol, al futbol Con quien? conmigo, contigo, con mi familia Por que? porque montar en bicicleta comer navegor por internet pasar el rato solo (a) salir</p>	<p><u>Expresate 1B:</u> pp. 8-9,12,13 <u>Cuaderno de Vocabulario y Gramatica:</u> pp. 4,7,9 SmartBoard DVD Tutor Audio CDs</p>	<p><u>Formative</u> Observation Bingo Flashcards HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Be

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the conjugation of the verb: estar and its correct application in verbal and written form. <ul style="list-style-type: none"> yo estoy tu estas el esta ella esta usted esta nosotros (as) estamos vosotros (as) esttais ellos estan ellas estan 	<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate and apply correctly the different forms of the verb to be: estar orally and in written form. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>delante del escritorio al lado de la puerta lejos del patio Donde esta (n)? estoy en casa estamos en la piscine cerca de la habitacion encima del sofa estamos muy bien están felices, tristes, en la clase de ingles/biologia con mi mama con el perro con ella, Maria</p>	<p><u>Expresate 1B</u>: pp. 6 <u>Cuaderno de Vocabulario y Gramatica</u>: pp. 3,4 SmartBoard DVD Tutor Audio CDs</p>	<p><u>Formative</u> Observation Role Play Dialogue Flashcards HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verb: To Want

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the conjugation of the verb: querer and its correct application in verbal and written form. <div style="text-align: center;">yo quiero tu quieres el, ella, usted quiere nosotros queremos ellos, ellas, ustedes quieren</div> querer with infinitives 	<p>Students will be able to:</p> <ul style="list-style-type: none"> use the verb: to want with infinitives. be conversational with a peer regarding what they want to do. conjugate the verb querer in its negative form. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>(no) quiero nadar (no) quiero ir a la piscine (no) queremos ir al cine (no) quieran escribir (no) queremos leer un libro Quiero estudiar, trabajar, visitar al abuelo, jugar en el parque, ir a la escuela Que quieres hacer hoy? Quieres ir al cine conmigo? A lili le gusta ir al centro comercial? ni idea Esta bien/no quiero ir Si, porque le gusta ir de compras Que te gusta hacer? hacer ejercicio escuchar musica</p>	<p><u>Expresate 1B:</u> pp. 16, 17 <u>Cuaderno de Vocabulario y Gramatica:</u> pg 8 DVD tutor Teen Skit Audio CD</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Written Quiz Oral Assessment Listening Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Mexico

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Learning about diverse cultures provides a context in which to compare and contrast our customs with others. • Communicating in a second language helps us gain knowledge and perspective of other cultures, as well as our own. 	<ul style="list-style-type: none"> • How does learning about different countries/cultures have us reflect upon our own? • How can I ask for directions in a foreign country and be understood?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Some traditional food/dishes of Mexico. • The location of Mexico on North America between the United States and Guatemala. • The body of water Golfo de Mexico and the Pacific Ocean. • The currency of Mexico is the peso. • The language of Mexico is Spanish. • The capital of Mexico is ciudad de Mexico. • Various landmarks of Mexico: Tulum, Teotihuacan, Volcan Popocatepetl, Taxco. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • locate Mexico on a map. • name Mexico’s capital, language, currency, landmarks, food, celebrations. • recognize its art and architecture. • identify some of its art and music. 	<p>7.1.IL.C.4,5 7.1.IM.C.4,5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la ciudad el pais la capital Donde esta? esta en norte-america. moneda-pesos idoma espanol el arte la arquitectura la comida las celebraciones El festival de la Guelaguetza el 16 de septiembre La biblioteca de la Universidad Nacional Autonoma de Mexico</p>	<p><u>Expresate 1B</u>: pp. 34-37 DVD-Video Teen Skit Map</p>	<p><u>Formative</u> Observation Class discussion HW Practice <u>Summative</u> Quiz/Test Class Map Activity</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Verbs: To Need & To Have

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> the conjugation of the verb: tener and its correct application in verbal and written form. yo tengo tu tienes el, ella, usted tiene nosotros tenemos ustedes, ellos, ellas tienen the conjugation of the verb: necesitar and its correct application in verbal and written form. yo necesito tu necesitas el, ella, usted necesita nosotros necesitamos ustedes, ellos, ellas necesitan definite and indefinite articles. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate and apply the present tense of the verbs: to have and to need. 	<p>7.1.IL.C.1-3 7.1.IM.C.1-4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
tengo muchas cosas pero todavia necesito unos utiles escolares cuadernos por la mañana por la tarde Que clases tienes? Necesitas algo para el colegio? despues del almuerzo A que hora tienes? despues caunto(a) mucho (a) poco (a)	<u>Expresate 1B:</u> pp. 22-24 <u>Cuaderno de Vocabulario y Gramatica:</u> pg. 11 Audio CD DVD- Interactive Tutor	<u>Formative</u> Observation Class Discussion Role Play Dialogue Bingo HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Project

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular 'ar' Verbs

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various verbs ending in 'ar' and its conjugation in the present tense. <ul style="list-style-type: none"> yo – o tu – as el, ella, usted – a nosotros (as) – amos vosotros (as) – ais ellos, ellas, ustedes - an appropriate use of possessive adjectives in conversational and written form. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate and apply the different forms of regular verbs ending in 'ar'. correctly use possessive adjectives. 	<p>7.1.IL.C.2-4 7.1.IM.C.2-4</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>verbo-infinitivo conjugacion tiempo presente cantar hablar por telefono nadar caminar estudiar trabajar descansar practicar bailar escuchar patinar navegar por internet tocar</p>	<p><u>Expresate 1B</u>: pp. 18-19 <u>Cuaderno de Vocabulario y Gramatica</u>: pg, 10 DVD - Interactive Tutor</p>	<p><u>Formative</u> Observation Bingo Flashcards HW Practice</p> <p><u>Summative</u> Quiz/Test Oral/Written Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Home & Family

Time Frame: 20 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Basic vocabulary knowledge supports new second language acquisition. 	<ul style="list-style-type: none"> How does our English vocabulary assist us in learning new vocabulary in a foreign language? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various vocabulary to write and dialogue about home and family. how to describe people and family relationships. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> name the different family members. ask and answer how many members are in their family. ask and answer descriptions of home and family. engage in conversational Spanish regarding their homes and where they live. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Cuántas personas hay en tu familia? En mi familia somos cuatro. mi madre, mi padre mi hermana y yo. Como son tus hermonos? Ellos son delgados y altos. usan lentes Donde viven ustedes? Que haces para ayudar en casa? el hijo- la hija el abuelo – lo abuela el nieto – la nieta el hermano – la hermana personas hay la familia Tienes hermanos mayores o menores? Vivo en un apartamento , una casa de 2 niveles/pisos. Vivo en la ciudad.</p>	<p><u>Expresate 1A:</u> pp. 184-201 <u>Cuaderno de Vocabulario y Gramatica:</u> pp. 49-54 DVD Tutor Video: Family in Costa Rica</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice</p> <p><u>Summative</u> <u>Expresate 1A Assessment:</u> Vocabulario 1 Chapter 5 Grammatica 1 Chapter 5</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: Regular Verbs: ‘er’ and ‘ir’

Time Frame: 5 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> A strong English foundation can assist in learning a second language. The way I choose to organize and present my ideas helps my audience better understand what I am trying to say. 	<ul style="list-style-type: none"> How do I conjugate verbs in a foreign language and is there a pattern to be found in them? How can I better understand what I hear and read when I have just begun learning a new language?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various verbs ending in ‘er’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – emos vosotros (as) – eis ellos, ellas, ustedes - en various verbs ending in ‘ir’ and its conjugation in the present tense. yo – o tu – es el, ella, usted – e nosotros (as) – imos vosotros (as) –is ellos, ellas, ustedes – en verbs with irregular forms of yo: salir – yo salgo hacer – yo hago traer – yo traigo ver – yo veo poner – yo pongo saber – yo se 	<p>Students will be able to:</p> <ul style="list-style-type: none"> conjugate the verbs ending in er – ir in present tense and use them to communicate in oral and written formats. Conjugate the verbs ending in er - ir in present tense with irregular yo forms. 	<p>7.1.IL.C.2,3 7.1.IM.C.2,3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
comer beber leer escribir, asistir, abrir Con que frecuencia? Casi todos los dias casi nunca los fines de semana el sabado	<u>Expresate 1B:</u> pp. 26-27 <u>Cuaderno de Vocabulario y Gramatica:</u> pg 13 Video DVD: Gramavision	<u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 8

Unit: En el restaurante

Time Frame: 10 days

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> Communicating in a second language helps us gain knowledge of other cultures, as well as our own. 	<ul style="list-style-type: none"> How do I start, carry on, and end a conversation more effectively? Can I use different verbs and new vocabulary in a real world situation? How do meal times of most Americans compare to those in Spanish speaking countries?

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> various vocabulary to write and dialogue about food/dining/restaurant experiences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> engage in conversational Spanish and simulate a restaurant experience with fluency. correctly utilize the verbs ser, estar, pedir, server, preperir, poder, and probar. 	<p>7.1.IL.C.2-5 7.1.IM.C.2-5</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la comida el resturante Que vas pedir? Que prefieres? muy caliente frio picante riquisimo Que tal si pruebas un sandwich? Son muy benos aqui. No me gusta (no) no estoy de acuerdo Que ricas eston las papas Si, me enconton Que tal esta la sopa (de verduras)?</p>	<p><u>Expresate 1B</u>: pp. 40-51 <u>Cuaderno de Vocabulario y Gramatica</u>: pg 17-19 Video DVD: Expresavision Audio CD</p>	<p><u>Formative</u> Observation Role Play Dialogue HW Practice <u>Summative</u> Quiz/Test Oral/Written Assessment Listening Assessment Presentation</p>

