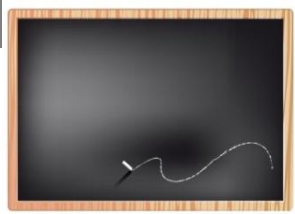


South Orange and Maplewood School District
Spanish Grades 3-5

School District of South Orange-Maplewood
World Language Curriculum – Spanish Grades 3-5



**The School District of
South Orange-Maplewood**

December 2013

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Acknowledgements

World Language Department (Grades 3-5)

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Alison Bekkedahl

Stephen Carberry

Philosophy:

The mission of the World Languages/ESL Program is to have all students function competently in a language other than their own and to be able to interact and communicate with members of other cultures while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different countries.

GOALS

The goals of the World Languages program are as follows:

All students will communicate at a level of literacy in a language other than English.

This means that all students will:

- Develop the ability to understand the spoken language;
- Communicate orally in the language;
- Develop the ability to extract and interpret information through reading;
- Develop the ability to communicate in writing; and
- Develop an appreciation for basic behavioral, cultural, and linguistic patterns of the language community, whether abroad or in the United States.

All students will recognize the interrelationship between language and culture for at least one world language other than English.

This means that all students will:

- Gain greater insight and appreciation for the English language and American culture through the study of another language;
- Understand how language works;
- Improves the ability to understand career opportunities related to the study of other cultures;
- And, gain greater personal satisfaction as a citizen of the world.

Language study provides insight into the culture of another country. The acquisition of another language focuses attention on how language and culture interact. The interaction helps students reflect on cultural patterns and thus gain insight into their own language and culture. Exploration of a new culture helps students to frame issues about their own worldview while investigating another. Comparing and contrasting languages and cultures promote cross-cultural discourse and understanding, which are at the heart of the humanities.

Table of Contents

Course Overview.....	4
Scope and Sequence.....	5
▪ Grade 3 (p. 5)	
▪ Grade 4 (p. 6)	
▪ Grade 5 (p. 7)	
Textbook and Supplemental Materials List	8
Units of Study	9
▪ Textbook: Hola Units 1 – 9 (p. 9 – 18)	
▪ Textbook: Que Tal? Units 1 – 12 (p. 19 – 30)	
Assessments.....	31
Rubrics.....	32
New Jersey/National Core Curriculum Content Standards Alignment.....	33

Course Overview

Students will build comprehension and language learning skills through a variety of fun, communicative activities that immerse the student in a Spanish language environment. Students will concentrate on the interpretive mode at the start of the program, and eventually communicate through the interpersonal and presentational modes. The goal of the program is to produce learners who are comfortable in an all-Spanish environment and who have the vocabulary and skills needed to communicate their basic needs both verbally and through written language.

Scope and Sequence

➤ Grade Three

The Elementary World Language program starts with students in third grade and needs to initiate students gently into the environment of learning a foreign language. The first half of the school year will develop aural skills through immersive activities. Then, they will be introduced to the textbook used in our program.

Textbook: Viva el Español	Topics	Duration
Introductory Unit: Welcome	Greetings	2 weeks
Unit One: The Classroom	Classroom Objects	3 weeks
Unit Two: Animals of Various Colors	Animals and Colors	3 weeks
Unit Three: Where Are You Going?	Days of the Week and Places	3 weeks
Unit Four: At School	Names of Classes and School Activities	3 weeks
Unit Five: What Seasons Do You Like?	The Seasons and Weather Expressions	3 weeks
Unit Six: When Is Your Birthday	Months of the Year	3 weeks

South Orange and Maplewood School District
Spanish Grades 3-5

➤ Grade Four

The school year will start with a review of the previous year’s vocabulary and several lessons of immersive activities before entering into the textbook based curriculum. Grade Four will finish the second half of the textbook “Hola!” and cover the first third of the textbook “Que tal?”

Textbook: Viva El Español	Topics	Duration
Unit Seven: How Are You?	Tener Expressions	4 weeks
Unit Eight: What Time Is It?	Telling Time	4 weeks
Unit Nine: My Favorite Classes	Names of Classes and School Activities	4 weeks
Textbook: Que Tal?		
Unit One: Parts of the Body	Parts of the Body and Head and Face	4 weeks
Unit Two: What Clothes Are You Wearing?	Clothes and Description of Clothes	4 weeks
Unit Three: The Way You Are	Describing One’s Appearance and Personality	4 weeks
Unit Four: What Is Your House Like?	Parts of the House	4 weeks

South Orange and Maplewood School District
Spanish Grades 3-5

➤ Grade Five

The year will start with a review period before starting the textbook, Que Tal?

Textbook: Que Tal?	Topics	Duration
Unit Five: Inside Your Home	Household Objects and Activities	4 weeks
Unit Six: In The Kitchen	Kitchen Objects and Activities	4 weeks
Unit Seven: Let's Clean Up	Household Chores	4 weeks
Unit Eight: A Plate Of Fruit	Table Settings and Fruit	4 weeks
Unit Nine: What Do You Want For Breakfast?	Breakfast Foods and Drinks	4 weeks
Unit Ten: We Want To Eat	Lunch and Dinner Foods	4 weeks
Unit Eleven: Every Day	Routine Activities	4 weeks
Unit Twelve: What Do You Do At School?	Places and Personnel at School	4 weeks

Textbook and Supplemental Materials List

+ [Viva El Español](#) (The McGraw Hill Companies)

Hola! (blue textbook)

+ [Viva El Español](#) (The McGraw Hill Companies)

Que Tal? (yellow textbook)

+ [Libros Principiantes](#) (Beginner's books) Serie Carrusel

Dominie Press Inc.

+ [Teacher's Discovery Video Series](#)

+ [Epals website](#)

+ [Songs from the Hola and Que Tal? Textbooks](#)

+ [Edupress Spanish Bingo In A Flash](#)

+ www.studyspanish.com

+ www.senoraseltzer.com

South Orange and Maplewood School District
Spanish Grades 3-5

Viva El Español (The McGraw Hill Companies)

Hola! (blue textbook)

Introductory Unit

“Welcome”

Objectives:

- To learn how to say hello and goodbye
- To ask people their name and to introduce yourself
- To talk about how you feel
- To name different objects and people in your classroom
- To use numbers to do everyday things
- To learn about compound names in Spanish

Vocabulary:

- Greetings and farewells
- Personal titles
- Numbers

Grammar:

- a) Como estas? Estoy ____.
- b) Como te llamas? Me llamo _____. Se llama _____.

Across the Curricula:

- ✚ (Math) Making bar graphs and fractions

Culture in Focus:

- ❖ States of the United States with Spanish names
- ❖ Spanish food popular in the United States
- ❖ Compound Spanish names
- ❖ Greeting customs
- ❖ Baseball in the Spanish speaking world

South Orange and Maplewood School District
Spanish Grades 3-5

Unit One

"The Classroom"

Objectives:

- To name classroom objects and school supplies
- To talk about people or things
- To ask about what people have
- To learn about schools and classrooms in Spanish-speaking countries
- To compare flags or different countries

Vocabulary:

- Classroom objects

Grammar:

- a) Que es? Es _____. (el, la)
- b) Que hay? Cuantos hay? Hay un(a) _____.
- c) Tienes un(a) _____?
- d) Singular vs. Plural _____s _____es (los / las)
- e) Es vs. son

Across the Curricula:

- ✚ (Social Studies) Mesa: landform
- ✚ (Social Studies) Regions of the globe
- ✚ (Math) Pictographs of classroom objects
- ✚ (Social Studies) Comparison of flags of Spanish speaking countries

Culture in Focus:

- ❖ Customs in schools
- ❖ Use of the metric system
- ❖ Facts of Spain

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Two

“Animals of Various Colors”

Objectives:

- To learn the names of colors and shapes
- To identify different animals
- To describe your favorite animal from the Caribbean and South America

Vocabulary:

- Colors
- Shapes
- Animals
- Adjectives of size and shape

Grammar:

- a) De que color es/son?
- b) Que animal es?
- c) Cual es tu animal favorite?
- d) Noun/adjective agreement

Across the Curricula:

- ✚ (Art) Color mixing
- ✚ (Math) Measuring the perimeter of a shape
- ✚ (Science) Central American fauna and flora/biodiversity
- ✚ (Science) Facts about the manatee
- ✚ (Science) Use of camouflage in animals
- ✚ (Math) Making charts with data
- ✚ (Science) Facts about the Coqui frog
- ✚ (Science) Butterfly migration

Culture In Focus:

- ❖ Animals of the Spanish-speaking countries
- ❖ Word variety in the Spanish language
- ❖ Spanish names (colors) for places in Southwestern United States
- ❖ Spanish expressions that use color
- ❖ Facts about flamencos
- ❖ Facts about Mexico

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Three

Where Are You Going?

Objectives:

- To learn the days of the week
- To talk about going places
- To talk about where you go on different days of the week

Vocabulary:

- Days of the week (and related time expressions)
- Places in a town

Grammar:

- a) Que dia es . . . ?
- b) A donde vas . . . ? Voy a _____.
- c) a + el = al a la _____
- d) Cuando vas . . . ?
- e) Forms of “ir” (voy, vas, va)

Across the Curricula:

- ✚ (Health) Daily chart of the physical activity you did for that day
- ✚ (Social Studies) Map and map key of your town and its places
- ✚ (Arte) Movies and subtitles
- ✚ (Social Studies) Writing events on a calendar

Culture in Focus:

- ❖ Length of the school day in Spanish-speaking countries
- ❖ The calendar starts on Mondays
- ❖ “Futbol” or soccer, the most popular sport in the park
- ❖ Celebrating birthdays and family gatherings in the park
- ❖ Days of the week are not capitalized
- ❖ Store hours in Spanish-speaking countries
- ❖ “La Plaza” the town square
- ❖ “El Yunque” of Puerto Rico
- ❖ The brightly painted homes of Latin America
- ❖ Facts about the Dominican Republic

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Four

At School

Objectives:

- To talk about your classes
- To talk about other places in your school
- To talk about what you're going to do
- To talk about school activities

Vocabulary:

- The names of classes
- Days of the week
- Action verbs related to school activities

Grammar:

- a) A donde vas . . . (el lunes)? Voy a _____. (place in school)
- b) Que vas a hacer? Voy a _____. (action verbs)
- c) Voy vas? va a _____.
- d) "ar" verbs (pinto, pintas, pinta)

Across the Curricula:

- ✚ (Art) The murals of Diego Rivera
- ✚ (Math) Fractions chart of favorite places in school
- ✚ (Music) Mariachi groups of Mexico
- ✚ (Math) Chart ordering from least to most

Focus on Culture:

- ❖ Specialty schools in Spanish-speaking countries
- ❖ Murals decorate some schools
- ❖ Varied names for school in the Spanish language
- ❖ Names of sports in Spanish
- ❖ Extracurricular activities
- ❖ Facts about Costa Rica

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Five

What Seasons Do You Like?

Objectives:

- To learn about the seasons
- To talk about different kinds of weather
- To talk about what you like and don't like
- To use descriptive words to name the things you like

Vocabulary:

- The seasons
- Weather expressions

Grammar:

- a) Te gusta . . . ? Me gusta _____. No me gusta _____.
- b) Que tiempo hace? Hace _____. No hace _____.
- c) Que estacion es?
- d) Esta _____. (lloviendo, nublado)

Across the Curricula:

- ✚ (Science) The equator and the hemispheres
- ✚ (Social Studies) Weather maps and their symbols
- ✚ (Science) El Niño weather pattern
- ✚ (Science) Charting different temperatures around the world
- ✚ (Social Studies) As a travel agent, decide on travel destination
- ✚ (Health) Connecting moods with colors
- ✚ (Art) Animal collage

Focus on Culture:

- ❖ Weather facts around the Spanish-speaking world
- ❖ Ecuador and the equator
- ❖ The Taino roots of the word "hurricane"
- ❖ Facts about Puerto Rico

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Six

When Is Your Birthday

Objectives:

- To learn the months of the year
- To talk about the things you like and don't like to do in different months
- To talk about who's doing something
- To talk about dates (like your birthday)

Vocabulary:

- Months of the year (cumpleaños)
- Action verbs (daily activities)
- Adverbs of frequency

Grammar:

- a) Que ____ es? (día, fecha, mes)
- b) Cuantos ____ hay? (meses)
- c) Que te gusta hacer? Me gusta _____. ("ar" verbs)
- d) "ar" verb forms (singular)
- e) Adverbs of frequency (siempre, a veces, nunca)

Across the Curricula:

- ✚ (Math) Chart birthdays
- ✚ (Art) Month related collage
- ✚ (Health) Fitness chart of weekly activities
- ✚ (Science) Discussion of the frequency of certain weather events

Focus on Culture:

- ❖ Piñatas in birthday celebrations
- ❖ The celebration of Carnaval
- ❖ The celebration of Saint's Day in Spanish-speaking countries
- ❖ Traditional game "Culebra" and how it is played
- ❖ El Dia de San Juan celebrated in Spain and Puerto Rico
- ❖ The mid-afternoon break for school children in Spain
- ❖ Facts about Puerto Rican music and crafts

South Orange and Maplewood School District
Spanish Grades 3-5

Unit 7

How Are You?

Objectives:

- To talk about how you are feeling and ask others about their feelings
- To tell your age and ask about the age of others
- To learn when to use “tu” and when to use “usted”

Vocabulary:

- “Tener” expressions
- “Tu” and “usted”

Grammar:

- a) Que tienes? Tengo _____.
- b) Tienes _____? No tengo _____.
- c) Cuantos años tienes?
- d) The usage of “tu” vs. “usted”
- e) Review of verb forms

Across the Curricula:

- ✚ (Science) Reading thermometer temperatures in Fahrenheit and Celsius
- ✚ (Math) Probability using colored marbles
- ✚ (Health) Discussion on healthful practices

Focus on Culture:

- ❖ The use of “vos” in Argentina
- ❖ Vacation time and business hours in Spanish-speaking world
- ❖ Midday “siesta” time
- ❖ The custom of the “quinceañera”
- ❖ The use of “usted” with elders and new acquaintances
- ❖ Facts about Ecuador

South Orange and Maplewood School District
Spanish Grades 3-5

Unit 8

What time is it?

Objectives:

- To ask and tell what time it is
- To say at what time you do different things
- To talk about how much time someone spends doing something
- To say how many minutes are in different lengths of time

Vocabulary:

- Words related to the measurement of time
- Times of day
- Es la _____. Son las _____.
- Questions words

Grammar:

- a) Cuantos minutos hay en un/una _____?
- b) Cuanto tiempo va a _____? (verb)
- c) Voy a _____. (verb)
- d) Que vas a hacer?
- e) Cuando vas a _____? (place)
- f) Por la _____. (time of day)

Across the Curricula:

- ✚ (Math) Math problems using time
- ✚ (Science) Time regions using the Spanish empire
- ✚ (Science) Measuring time by the position of the sun
- ✚ (Social Studies) Time line about Spanish explorations
- ✚ (Health) Health survey about stress

Culture in Focus:

- ❖ Mayan time telling
- ❖ Military time used in some Spanish-speaking countries
- ❖ “Hora latina” and being on time for events
- ❖ La tarde vs. afternoon and evening
- ❖ English words found in the Spanish language
- ❖ Facts about Argentina

South Orange and Maplewood School District
Spanish Grades 3-5

Unit 9

My Favorite Classes

Objectives:

- To talk about classes you like
- To give your opinion about different things
- To talk about your likes and dislikes
- To talk about things you do in school and make schedules

Vocabulary:

- Names of school subjects/classes
- Descriptive adjectives
- Verb phrases about school activities
- Forms of the verb “gustar”

Grammar:

- a) Cual es . . . ?
- b) Que clase . . . ?
- c) Cuando es . . . ?
- d) Te gusta ____? (Forms of the verb “gustar”)
- e) Es _____. (descriptive adjective)
- f) Por que? porque
- g) Verb endings “er” “ir” verbs

Across the Curricula:

- ✚ (Math) Fractions using a survey of favorite classes
- ✚ (Health) Discussion on active lifestyles
- ✚ (Art) Review paintings from an art book
- ✚ (Art) Cut out and paste up artwork from magazines; explain why you like it
- ✚ (Math) Create a make believe schedule of school at unusual times

South Orange and Maplewood School District
Spanish Grades 3-5

Viva El Español (The McGraw Hill Companies)

Que Tal? (yellow textbook)

Unit One

The Parts of the Body

Objectives:

- To name parts of your body
- To name parts of your head and face
- To tell people what hurts you
- To ask people if something hurts them

Vocabulary:

- Parts of the body
- Parts of the head and face

Grammar:

- a) Vas a _____. (verb)
- b) Me duele el _____. (in all its forms)
- c) My tooth hurts. Vs. Me duele el diente a mi.
- d) Que parte de _____ es?

Across the Curricula:

- ✚ (Math) Measure body parts and find the median, mode, and range
- ✚ (Art) Analyze Spanish paintings for facial symmetry
- ✚ (Science) Discussion on the senses in relation to pain
- ✚ (Health) Discussion on the effect of backpacks on your back

Culture in Focus:

- ❖ Spanish expressions and gestures involving the body
- ❖ Discussion on the Tango
- ❖ Ouch! vs. Ay! Exclamations of pain
- ❖ Pharmacies in Spanish-speaking countries use green cross
- ❖ Discussion on what an interpreter does
- ❖ Facts about Spain

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Two

What Clothes Are You Wearing

Objectives:

- To describe clothes
- To talk about how your clothes look and fit
- To talk about clothes you're going to buy
- To tell to whom things belong
- To read about shopping and traditional clothing in Spanish-speaking countries

Vocabulary:

- Clothing
- Descriptive adjectives for clothing

Grammar:

- a) Que ropa llevas? Llevo _____.
- b) Que vas a llevar a la fiesta? Voy a llevar _____.
- c) Que ropa vas a comprar? Voy a comprar _____.
- d) Como es / son _____? (clothing) Es / Son _____. (adjective)
- e) Singular vs. Plural agreement with the adjective
- f) Me gusta / No me gusta _____. (clothing)
- g) Me queda(n) _____. (bien, mal, grande, pequeno)
- h) Possession using "de" or "del" (el sueter de Enrique)

Across the Curricula:

- ✚ (Math) Make a purchase using \$100. List purchase and add up.
- ✚ (Science) Match clothing choices to the temperature

Focus on Culture:

- ❖ Markets across the Spanish-speaking world
- ❖ Traditional clothing vs. wearing modern day clothes
- ❖ Roots of the "poncho"
- ❖ Bargaining at Latin American markets
- ❖ The story behind the "huipil"
- ❖ The derby hats of women in the Andes mountains
- ❖ Facts about the Mexican American war

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Three

The Way You Are

Objectives:

- To talk about what you and others look like
- To talk about your personality and other people's
- To compare two people, places, or things
- To read about languages other than Spanish that are spoken in Latin America

Vocabulary:

- Descriptive adjectives of appearance and personality

Grammar:

- a) Como es/son? Soy/eres
- b) Noun/adjective agreement
- c) Que ____ ! (adjective)
- d) Mas ____ que (comparison)

Across the Curricula:

- ✚ (Math) Fraction chart about student hair color and type
- ✚ (Math) Using chart, compare measurements of various animals

Culture in Focus:

- ❖ Facts about the languages of the native peoples of Latin America
- ❖ Use of the terms "Hispanic" and "Latino"
- ❖ Words for animals rooted in the native language guarani
- ❖ Facts about Ecuatorial Guinea

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Four

What Is Your House Like?

Objectives:

- To name the outside parts of a home
- To name the rooms of a home
- To talk about more than one person, place, or thing at a time
- To talk about where people, places and things are
- To compare houses and building in different places

Vocabulary:

- Parts of the house (exterior)
- Parts of the house (interior)
- Adverbs/prepositions of location

Grammar:

- a) Cuantos _____ tiene?
- b) Donde esta?
- c) Es _____. (adjective)
- d) Dentro/fuera de la casa
- e) Subject pronouns
- f) Estar (in its conjugated forms)

Across the Curricula:

- ✚ (Social Studies) Study of the parts of a Spanish mission
- ✚ (Math) Measuring the perimeter and area of a room
- ✚ (Social Studies) Comparison of ancient and modern day architecture
- ✚ (Health) Mapping your home for escaping a fire

Culture in Focus:

- ❖ Facts about homes in Spanish-speaking countries
- ❖ Explanation of the Spanish “patio”
- ❖ Building materials for homes in tropical climates
- ❖ Facts about El Salvador

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Five

Inside Your Home

Objectives:

- To talk about your living room and bedroom
- To learn more ways to describe people, places, and things
- To describe where something is located
- To learn more about homes in Spanish-speaking countries

Vocabulary:

- Objects found in the living room
- Objects found in the bedroom
- Adverbs and prepositions of location
- Adjectives to describe the objects found in the house

Grammar:

- a) Que hay en el/la . . . ?
- b) Donde esta . . . ? Esta en el/la _____.
- c) Como es el/la . . . ?
- d) Noun/adjective agreement
- e) Use of complement of place in a sentence
- f) De la vs. del
- g) Masculine / Feminine agreement

Across the Curricula:

- ✚ (Math) Measuring the area of a room
- ✚ (Social Studies) The Arab influence on Spanish architecture and language
- ✚ (Social Studies) Close / far game using the map of the Americas
- ✚ (Math) Chart and add up furniture in a room

Focus on Culture:

- ❖ Satellite TV brings us together with the rest of the world
- ❖ Coffee etiquette with guests coming over
- ❖ The open air terrace for cooling in warm climates
- ❖ Facts about Chile

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Six

In The Kitchen

Objectives:

- To name things you find in the kitchen and say where they are
- To talk about some things you do in the kitchen
- To talk about things you do in general
- To learn about cooking and mealtimes in Spanish-speaking countries

Vocabulary:

- Objects of the kitchen
- Subject pronouns
- Various verbs

Grammar:

- a) Usas _____ en tu cocina?
- b) Hay _____ en la cocina.
- c) Donde esta _____?
- d) Verb conjugation in singular and plural forms
- e) Frequency of activity with: mucho, poco, nunca

Across the Curricula:

- ✚ (Math) Use of symmetry in Mexican and Spanish tiles
- ✚ (Science) The use of a different power current in Latin America and Spain
- ✚ (Health) Kitchen safety when cooking

Focus on Culture:

- ❖ Kitchen styles in rural parts of Spanish-speaking world
- ❖ The use of ceramic tiles in Mexican kitchens
- ❖ Cooking in Spanish-speaking countries typically starts from scratch vs. ready-made foods.
- ❖ Making a shopping list to make Gazpacho
- ❖ Mealtimes as a family get together with several courses and long conversations
- ❖ Facts about Paraguay

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Seven

Let's Clean Up

Objectives:

- To talk about household chores
- To talk about having to do something
- To discuss things you've just finished doing
- To learn about housekeeping in Spanish-speaking countries

Vocabulary:

- Household chores (in verb phrases)
- Objects of household chores
- Clothing
- Adverbs of time

Grammar:

- a) Ir a _____.
- b) Con que vas a _____?
- c) Tener que _____.
- d) Que haces?
- e) Singular and plural forms of: tener que + infinitive verb
- f) Focus on verb: acabar structure: acabar de + infinitive
- g) Adverbs: antes despues

Across the Curricula:

- ✚ (Health) Discuss the necessary chores to prevent allergies and asthma
- ✚ (Social Studies) Discuss manufactured goods traded between Mexico and the United States
- ✚ (Social Studies) Discuss the Clean Up the World initiative sponsored by the United Nations and how we can improve our local environment
- ✚ (Math) Mathematic word problem about the time it take to wash and dry several loads of laundry
- ✚ (Math) Chart your weekly chores by days and times. Compare your chart with another classmate.

Focus on Culture:

- ❖ Open air clothes drying in Spanish-speaking countries
- ❖ Tile floors are common as opposed to carpeting
- ❖ Word variety for items among Spanish-speaking countries
- ❖ Facts about Belice

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Eight

A Plate of Fruit

Objectives:

- To name things you use at the table
- To name different kinds of fruit
- To learn how to talk about putting and bringing things someplace
- To talk about where things are
- To learn about some fruits found in Latin America

Vocabulary:

- Tableware and utensils on the kitchen table
- Fruit
- Words for measuring the weight of fruit for sale

Grammar:

- a) Donde esta ____?
- b) Pasame el _____.
- c) Te gusta(n) _____.
- d) Focus on the verb: poner (in relation to setting the table)
- e) Focus on the verb: traer (in relation party preparation)
- f) Estar and adverbs of location (in relation to where household things are)

Across the Curricula:

- ✚ (Art) Traditional weaving in Spanish-speaking countries
- ✚ (Math) Measuring table and tablecloth sizes to match the two
- ✚ (Math) Figuring out the cost of fractional per pound purchases of fruit
- ✚ (Art) Look at still life paintings and then set up a table for a still life photograph. Tell what you are putting on the table
- ✚ (Math) Figuring the number of utensils necessary for a large number of guests at dinner party

Focus on Culture:

- ❖ Latin America is home to many tropical fruits. Many are shipped to the United States
- ❖ Mate is a tea consumed in Paraguay, Uruguay, and Argentina
- ❖ The importance of coffee in Spanish-speaking countries
- ❖ The metric system in measuring weights used with fruit
- ❖ Facts about Peru

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Nine

What Do You Want For Breakfast?

Objectives:

- To talk about different kinds of breakfast foods and drinks
- To learn to talk about what you want
- To describe how much of something you want
- To talk about things you can and cannot do
- To discuss what belongs to you and to others
- To learn about some of the foods in Spanish-speaking countries

Vocabulary:

- Breakfast foods and drinks
- desayuno
- Que quieres?
- Hay _____?
- Voy a tomar _____.

Grammar:

- a) Que quieres beber/comer/tomar?
- b) Cuantos _____ hay?
- c) Quantity words: mucho, poco, nada, un(a)
- d) Frequency adverbs: siempre, a veces, nunca
- e) Possessive pronouns (singular/plural forms)

Across the Curricula:

- ✚ (Math) Make a bar graph of breakfast foods eaten by groups of students
- ✚ (Health) Sort breakfast foods into categories: proteins, carbohydrates, and vitamins
- ✚ (Social Studies) Countries where coffee comes from and quantities
- ✚ (Math) Budgeting for a trip to the market to buy breakfast foods

Focus on Culture:

- ❖ Typical foods and drinks at breakfast in Spain and Latin America
- ❖ The Cuban dish “ropa vieja” as a breakfast meal
- ❖ The Aztec roots of “chocolate”
- ❖ The concept of family in the Spanish-speaking world
- ❖ Facts about Bolivia

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Ten

We Want To Eat

Objectives:

- To talk about foods you eat for lunch and dinner
- To discuss when you eat meals
- To talk about special likes and dislikes
- To learn about some of the foods in Spanish-speaking countries

Vocabulary:

- Lunch and dinner foods
- Que hay de comer?
- Que quieres de almorzar? Quiero _____.
- Te gusta(n) _____?

Grammar:

- a) Que te gusta comer? Me gusta(n) _____.
- b) Hay _____.
- c) The verb: lavar
- d) Focus on the verb: almorzar / probar
- e) A _____ le/les gusta(n) _____

Across the Curricula:

- ✚ (Science) The process of food as it goes through the body after eaten
- ✚ (Health) Food hygiene. The process of washing food
- ✚ (Social Studies) A look at Argentinian beef and comparison to US beef
- ✚ (Health) Placing foods into food groups
- ✚ (Health) The proper cooking temperatures for cooking meats

Focus on Culture:

- ❖ A look at the chile pepper and food spices
- ❖ The food staples: beans, corn, and rice in Latin America
- ❖ Lunch time as the time for the main meal of the day
- ❖ Various rice dishes around the Spanish-speaking world
- ❖ Mexican cooking in the United States
- ❖ Foods typically eaten during celebrations in Spanish-speaking countries
- ❖ Facts about Colombia

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Eleven

Every Day

Objectives:

- To talk about your daily routines
- To talk about other activities you do
- To discuss things you do for yourself and things others do for themselves

Vocabulary:

- Verb phrases about one's morning and evening routine
- Que haces por la mañana?
- Adverbs of time: primero, luego, por la mañana, por la noche
- A las _____. Time expressions
- A focus on the verbs: levantarse and acostarse

Grammar:

- a) Reflexive verbs and their singular and plural forms
- b) Adverbs of time and time expressions
- c) Root changes in verbs: cerrar, pensar, comenzar

Across the Curricula:

- ✚ (Health) Chart the frequency of brushing among classmates
- ✚ (Social Studies) Create a timeline of students' routines throughout the day
- ✚ (Art) Match vocabulary to paintings of people doing daily routing activities
- ✚ (Math) Chart the length of time of your daily routines
- ✚ (Math) Make a bar graph of students who watch TV over the weekend
- ✚ (Math) Convert the hour from a 24-hour clock

Focus on Culture:

- ❖ School buses usage less frequent for students of Spanish-speaking countries
- ❖ School start time can be as early as 7:00 a.m.
- ❖ Expressions using the word: espejo
- ❖ Late bedtime for children in countries where dinner is at 9:00 p.m.
- ❖ The tradition of the "siesta"
- ❖ Facts about Venezuela

South Orange and Maplewood School District
Spanish Grades 3-5

Unit Twelve

What Do You Do at School?

Objectives:

- To talk about different places in your school
- To identify the people who work in a school
- To talk about what you know how to do
- To compare two or more people and things
- To learn more about schools in Spanish-speaking countries

Vocabulary:

- Places and personnel in a school
- Trabaja en _____.
- Verb phrases related to school activities
- Adjectives to describe one's personality and appearance

Grammar:

- a) Quien trabaja en _____?
- b) Focus on the verb: saber
- c) Comparison structure: mas _____ que (adjective)

Across the Curricula:

- ✚ (Health) Charting your body temperature throughout the day
- ✚ (Health) Review in Spanish the emergency plan for exiting the building
- ✚ (Math) Make fractions out of activities students know how to do
- ✚ (Social Studies) Make comparisons of the populations of states in the U.S.
- ✚ (Science) Make comparisons of factual information of different planets
- ✚ (Art) Write and decorate an appreciation card to be delivered to one of the people working at the school

Focus on Culture:

- ❖ Cafeterias and lockers are not typically found in some Spanish-speaking countries
- ❖ English is often studied from an early age in Puerto Rico
- ❖ Facts about Mexican-Americans in the United States

Assessments

- Daily informal assessments on a lesson by lesson basis measuring student participation and accuracy of output (physical, verbal, and written response) during each lesson
- Contextualized skits such as shopping and ordering food in which appropriate usage of language is assessed through a rubric
- Aural quizzes and tests on comprehensible vocabulary
- Presentational projects to highlight curricular vocabulary
- Writing assessments in sentence, paragraph, and short essay form utilizing target vocabulary in authentic formats such as letter writing and blogging
- Student Growth Outcomes for specified skills and key curricular concepts measured through pre-testing and post-testing
- Mid-year test on communicative skills and key vocabulary covered during the first half of the school year
- End of year test on curricular items covered throughout the year including key vocabulary, language grammar, Spanish-speaking culture, and communication skills

STUDENT: _____ TEACHER: _____

DATE: _____

SCORE: _____

Assessment Rubric Template

	Listens and Responds	Shows Comprehension
++	Student is aurally attentive to the target language and responds verbally and physically during lessons	Student responds appropriately both verbally and physically to questions and directions from both teacher and peers
+	Student is mostly responds physically and verbally when directed in the target language but is sometimes off task	Student most often correct in her/his responses but sometimes misinterprets information or does not know how to respond
-	Student is often inattentive and responds infrequently to direction and questions in the target language	Student frequently responds incorrectly or not at all to teacher questions and direction due to misunderstanding or inattentiveness

TEACHER COMMENTS AND/OR RECOMMENDATIONS FOR STUDENT REVISION:

The Core Curriculum Content Standards

(Adopted by the NJ Department of Education NJCCCS 2009)

The following information is from the New Jersey Department of Education website
<http://www.state.nj.us/education/cccs/standards/7/index.html>

Core Curriculum Content Standards

World Languages Standard Learning Progressions

Introduction

7.1 World Languages

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode
- Proficiency Levels - All Strands
 - Novice-Mid
 - Novice-High
 - Intermediate-Low
 - Intermediate-Mid
 - Intermediate-High
 - Advanced-Low

Horizontal Matrix for World Languages

Key Concepts

The standards and cumulative progress indicators found in this matrix presume a sequential study of a world language for an extended period of time according to the guidelines set in the American Council on the Teaching of Foreign Languages *ACTFL Performance Guidelines for K-12 Learners*. However, in many world languages programs, there are multiple entry points that provide students the opportunity to begin a new language at different grade levels. **A novice or beginning language learner may be found in grades K-4, 5-8, 9-10 or 11-12. As such, teachers will need to modify both lesson content and related language tasks and performance assessments according to the age and grade level of the students.** For example, the topic of climate should be addressed differently with K-4, 5-8, and 9-10 novice learners in order to effectively meet the cumulative progress indicators. Such modifications enable the developmental progression of linguistic skills while maintaining high student interest through meaningful, relevant and cognitively engaging content.

Proficiency Levels in New Jersey Standards	Content often includes some combination of the following topics:
Novice-Mid	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics related to self: family, friends, home, school, wellness, leisure activities, basic needs (food, clothing, shelter), and animals • Topics that extend beyond self: geography, climate, cultural and historical figures, cultural symbols and customs
Novice-High	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics related to self: family, friends, home, school, wellness, leisure activities, basic needs (food, clothing, shelter), and animals • Topics that extend beyond self: geography, topography, places and events, transportation and travel, professions and work
Intermediate-Low	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Significant historical and contemporary persons and events • Global issues: population, consumption, environment, and career choices
Pre-Advanced	<ul style="list-style-type: none"> • Topics that draw from and reinforce the goals of other core content areas (See content bullets after cumulative progress indicators for suggestions.) • Topics of broader cultural relevance: education, government, and political and economic institutions • Issues related to globalization and interconnectedness of cultures

Standard 7.1: Communication

Strand A: Interpretive Mode (understanding and interpretation of spoken or written communication)

<p><u>Novice-Mid (N-M)</u> <u>Learner</u></p> <p>Students beginning the study of a second language in kindergarten, in a program that meets a minimum of 3 times a week for thirty minutes, should meet the following cumulative progress indicators by the end of Grade 2.</p>	<p><u>Novice-High (N-H) Learner</u></p> <p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language in subsequent grades in a program that meets for the same time allocations, should meet the following cumulative progress indicators by the end of Grade 4.</p>	<p><u>Intermediate-Low (I-L)</u> <u>Learner</u></p> <p>Students who have begun the study of a second language in kindergarten through grade 4 in a program that meets a minimum of 3 times a week for thirty minutes, and continue the study of that language through middle school in a program that meets 5 times a week for forty minutes, should meet the following cumulative progress indicators by the end of grade 8.</p>	<p><u>Pre-Advanced (P-A)</u> <u>Learner</u></p> <p>Students who have begun the study of a second language in kindergarten in a program that meets a minimum of 3 times a week for thirty minutes in the elementary school and 5 times a week for forty minutes in the middle school and high school should meet the following cumulative progress indicators by the end of Grade 12.</p>
<p>N-M 1: Demonstrate comprehension of simple, oral directions, commands, and requests through appropriate physical response.</p>	<p>N-H 1: Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.</p>	<p>I-L 1: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p>P-A 1: Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.</p>
<p>N-M 2: Recognize common gestures, intonation, and other visual or auditory cues of the target culture.</p>	<p>N-H 2: Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.</p>	<p>I-L 2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and</p>	<p>P-A 2: Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions such as persuading, negotiating, offering</p>

South Orange and Maplewood School District
Spanish Grades 3-5

		auditory clues.	advice.
N-M 3: Identify familiar people, places, and objects based on oral and/or simple written descriptions.	N-H 3: Identify people, places, objects, and activities in daily life based on oral or written descriptions.	I-L 3: Discuss people, places, objects, and daily activities based on oral or written descriptions.	P-A 3: Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
N-M 4: Comprehend brief oral exchanges on familiar topics.	N-H 4: Comprehend short conversations and brief written messages on familiar topics.	I-L 4: Comprehend conversations and written information on a variety of topics.	P-A 4: Synthesize information from oral and written discourse dealing with a variety of topics.
N-M 5: Connect the learning of the target language to information studied in other core content areas.	N-H 5: Connect the learning of the target language to information studied in other core content areas.	I-L 5: Apply knowledge and skills gained in other core content areas to the learning of the target language.	P-A 5: Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
N-M 6: Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information.	N-H 6: Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.	I-L 6: Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections.	P-A 6: Analyze and critique readings from authentic texts and/or from a variety of art genres.
No appropriate cumulative progress indicator identified at this level.	No appropriate cumulative progress indicator identified at this level.	I-L 7: Compare and contrast unique linguistic elements in English and the target language.	P-A 7: Analyze elements of the target language and comparable linguistic elements in English.

South Orange and Maplewood School District
Spanish Grades 3-5

STUDENT: _____

TEACHER: _____

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South Orange and Maplewood School District
Spanish Grades 3-5

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**Highlight Proficiency level according to NJ Standards for World Languages:
Presentational Mode**

Novice Low	Novice Mid	Novice High	Intermediate Mid
<p>The Novice-Low language learner communicates half or less than half of what the Novice-Mid language learner communicates.</p> <p>Your AAPPL Presentational Writing score of N1 means that you can write a few things about yourself. You can list, name, and identify common things with single words. You can do this in a way that your teachers and others who are used to the writing of language students can understand some of your writing.</p>	<p>The Novice-Mid language learner understands and communicates at the word level and can <i>use memorized words and phrases</i> independently to:</p> <ul style="list-style-type: none"> • Make lists. • State needs and preferences. • Describe people, places, and things. <p>Your AAPPL Presentational Writing score of N2 means that you can write some things about yourself. You can list, name, and identify everyday things with words and phrases that you have learned. You can do all of this in a way that your teacher and others who are used to the writing of language learners can understand much of your writing.</p>	<p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can <i>use words, lists, and simple sentences</i> independently to:</p> <ul style="list-style-type: none"> • Handle simple transactions related to everyday life: • Express needs. • Give reasons. • Express an opinion and preference. • Request and suggest. <p>Your AAPPL Presentational Writing score of N3 means that you can write a number of things about yourself. You can list, name, and identify everyday things with words and phrases and an occasional simple sentence. You can do all of this in a way that your teacher and others who are used to the writing of language learners can understand most of your writing.</p>	<p>The Intermediate-Low language learner understands and communicates at the sentence level and can <i>use simple sentences</i> independently to: (see list for NH)</p> <p>Your AAPPL Presentational Writing score of N4 means that you can write about yourself and your life. Much of the time you write well enough to express your own thoughts and accomplish what you need. You write in phrases and some sentences. You can do all of this in a way that most of the time your teacher and others who are used to the writing of language learners can understand your writing.</p>