

Frelinghuysen Township School District



World Language Curriculum

Spanish

2022

Frelinghuysen Township School District

Spanish Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Overview

The Spanish Curriculum was created for Frelinghuysen School District using resources from past Spanish curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students. Previous curriculum was updated, adapted and aligned to reflect the NJSLs, technology integration and the 21st century standards.

The curriculum is based on a philosophy which emphasizes using goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and goals, with pacing guides and suggested resources for teachers to use to guide daily instruction. Differentiation is included to reach all learners through specific activities and interdisciplinary connections are highlighted to produce a comprehensive curriculum.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written by: Stephanie Bonaparte, CSA

Revised and updated from the North Warren Cluster Curriculum (2009)

Board of Education adoption: September, 2022

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K-3

Unit 1: World Language and Culture	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.</p> <p>7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.</p> <p>7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).</p> <p>7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.</p> <p>7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.</p> <p>7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.</p> <p>7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.</p> <p>7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p> <p>7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.</p> <p>7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.</p> <p>7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.</p> <p>7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.</p>	<p>Technology Standards</p> <p>8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

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LEARNING OUTCOMES

Students will be able to....

- Recognize familiar spoken or written words and phrases
- Demonstrate comprehension of simple, oral and written directions, commands and requests
- Identify familiar people, places and objects
- Ask and respond to simple questions, make requests and express preferences using memorized words and phrases.
- Exchange information using words, phrases and short sentences about familiar cross-curricular topics.
- Use culturally authentic materials to demonstrate concepts
- Recognize common gestures and cultural practices associated with the target culture(s).
- Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.
- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- Copy/write words, phrases, or simple guided texts on familiar topics.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- Name and label tangible cultural products and imitate cultural practices from the target culture(s).
- Develop awareness of various cultures through music, pop culture, games, crafts and folktales
- Identify important cultural holidays

Students will be able to answer....

- Why do people from different cultures speak differently?
- How do I make simple commands?
- What speaking strategies can I use to exchange information in another language?
- How does Spanish help me understand who I am in the world?
- How can I identify familiar people, places, or objects?
- What methods would best help me demonstrate Spanish comprehension?
- Why is it important for me to learn another language?
- How can digital tools help me learn another language?
- How can I investigate people from other cultures?

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ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments ● Picture Prompt Speaking Assessment
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 8 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Vocabulary (see Appendix) <p>Shapes Animals Days of the week Months Seasons Weather Numbers to 50 Colors Greetings Clothing School supplies Body parts Family members Identifying a person or thing</p> <ul style="list-style-type: none"> ● Play games to practice and apply vocabulary: Bingo, 7up, Charades, Simon Dice, Around the World, Uno, Twister, Duck, Duck goose, Frio/Caliente, Who/What Am I?, I Spy, Hangman, Battleship, Memory ● Practice with flashcards ● Understand vocabulary by using familiar modalities: crossword puzzles, word searches, worksheets ● Use differentiated activities to practice speaking: singing songs, greeting, and listening to music ● Create a person to label body parts 	

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- Partner-read Spanish books aloud
- Create a menu, book, birthday chart, family tree, calendar to apply vocabulary
- Label colors on a color wheel.
- Describe clothing, backpack contents, or self to apply vocabulary
- Discuss weather and dress accordingly to label clothing
- Respond to teacher’s commands, directions and requests
- Play “Me gusta/no me gusta” with food items and chart responses
- Use TPR (total physical response) to practice vocabulary
- Draw pictures with descriptive captions
- Create Google slide presentation to practice and describe vocabulary
- Model teacher’s writing examples
- Recite alphabet chart with associated words
- Create a multi-media presentation on a different culture
- Research a different culture and present findings

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA
- Math
- Science
- Social Studies
- Physical Education
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Rosetta Stone Spanish Grade Level Program
- Textbook/Workbooks
- Games
- Manipulatives (examples, counters, blocks)
- Flashcards
- Clothing/Realia
- Videos

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- Songs
- Puzzles
- www.123teachme.com
- <https://rockalingua.com/games>
- [www. OnlineFreeSpanish.com](http://www.OnlineFreeSpanish.com)
- www.abcya.com
- <http://pbskids.org/>
- Los Colores: <https://www.youtube.com/watch?v=zpLQSDu4V94>
- ABC: En Espanol! <https://www.youtube.com/watch?v=fIRYC1ek-Q>
- Greetings: <https://www.youtube.com/watch?v=ZJUB8WrTzd0>
- Books (<http://spanishplayground.net>)
 - Adams, Jennifer. Don Quixote: A Spanish Language Primer.
 - Bridwell, Norman. Clifford: el gran perro colorado.
 - Carle, Eric. La oruga muy hambrienta / The Very Hungry Caterpillar.
 - Guy, Ginger Foglesong. Siesta.
 - Jaramillo, Susie. Canticos: Los Pollitos / Canticos: Little Chickies.
 - Jurado, Anabel. Cleo. Spanish edition. Series: La Granja.
 - Katz, Karen. ¿Dónde está el ombligo?.
 - Lionni, Leo. A Color of His Own / Su propio color.
 - Masurel, Claire. Un gato y un perro / A Cat and a Dog.
 - Patricelli, Leslie. The Birthday Box/ Mi caja de cumpleaños.
 - Rabe, Tish. ¡Te amo, te abrazo, leo contigo!/Love you, Hug You, Read to You!
 - Rodriguez, Patty. Cuauhtemoc: Shapes/Formas.
 - Rodriguez, Patty. Lotería: First Words / Primeras Palabras.
 - Schertle, Alice. El camioncito azul.
 - Ada, Alma Flor. I Love Saturdays y domingos.
 - Elya, Susan Middleton. Fire! Fuego! Brave Bomberos!
 - Elya, Susan Middleton. Little Roja Riding Hood.
 - Elya, Susan Middleton. Rubia and the Three Osos
 - Hood, Susan. Spike, the Mixed-Up Monster.
 - Morales, Yuyi. Niño Wrestles the World.
 - Thong, Roseanne Greenfield. Green Is a Chile Pepper: A Book of Colors.
 - Thong, Roseanne Greenfield. Round Is a Tortilla: A Book of Shapes.
 - Tonatiuh, Duncan. Dear Primo: A Letter to My Cousin.
 - Vamos, Samantha R. The Cazuela That the Farm Maiden Stirred.
 - Ada, Alma Flor and F. Isabel Campoy. Ten Little Puppies / Diez perritos.
 - Ada, Alma Flor and F. Isabel Campoy. Muu, Moo!: Rimas de animales/ Animal Nursery Rhymes.
 - Blackstone, Stella. Bear at home / Oso en casa.
 - Brown, Monica. Marisol McDonald Doesn't Match/ Marisol McDonald no combina.
 - Brown, Monica. Marisol McDonald and the Monster: Marisol McDonald y El Monstruo.
 - Brown, Monica. Maya's Blanket / La manta de Maya.
 - Brown, Monica. Tito Puente, Mambo King / Tito Puente, Rey del Mambo.
 - Cumpiano, Ina. Quinito's Neighborhood / El vecindario de Quinito.
 - Dominguez, Angela. Maria Had a Little Llama / María tenía una llamita.
 - Gonzalez, Maya Christina. Call Me Tree / Llámame árbol.
 - Gonzales Bertrand, Diane. Cecilia and Miguel Are Best Friends / Cecilia y Miguel son mejores amigos.

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Kanellos, Nicolás. El Torneo De Trabalenguas / The Tongue Twister Tournament.
Luna, James. The Place Where You Live / El lugar donde vives.
Marshall, Linda Elovitz. Rainbow Weaver/Tejedora del arcoíris.
Mercado-López, Larissa M. Esteban De Luna, Baby Rescuer! /Esteban De Luna, Rescatador De Bebés!.
Mora, Pat. Gracias~Thanks.
Reiser, Lynn. Margaret and Margarita / Margaret y Margarita.
Reiser, Lynn. My Way: A Margaret and Margarita Story / A mi manera: un cuento de Margaret y Margarita.
Torres, Jennifer. Finding the Music / En pos de la música.
Ayres, Katherine. Arriba, abajo y alrededor.
Cain, Janan. Así me siento yo.
Carle, Eric. De la cabeza a los pies.
Dobbins, Jan. ¡Vivamos la granja!
Fox, Mem. Quienquiera que seas.
Freeman, Don. Corduroy.
Galán, Ana. Qué cosas dice mi abuela.
Kohara, Kazuno. El pequeño mago. Obelisco,
Krebs, Laurie. ¡Nos vamos a Mexico!
London, Jonathan. Froggy se viste.
Martin, Bill. Oso pardo, oso pardo, ¿qué ves ahí?
Masurel, Claire. Diez perros en la tienda.
Medina, Meg. Tía Isa quiere un carro.
Numeroff, Laura Joffe. Si le das una galletita a un ratón.
Reynolds, Aaron. Las zanahorias maleficas.
Shardlow, Giselle. Julieta y un día en el jardín: Un cuento de primavera de yoga para niños.
Slobodkina, Esphyr. Se venden gorras.
Zion, Gene. Harry, el perrito sucio
Bridwell, Norman. Clifford va al doctor.
Capucilli, Alyssa Satin. Bizcocho encuentra un amigo.
Delacre, Lulu. Rafi y Rosi.
Floyd, Lucy. Rabbit and Turtle Go To School / Conejo y tortuga van a la escuela.
McPhail, David. Cerdo y Cerdito / Big Pig and Little Pig.
Most, Bernard. ¡A que no me alcanzas! / Catch Me If You Can!
Tuchman, Gail. Pequeño zoológico.
Tuchman, Gail. Planetas.
Wilhelm, Hans. No me gusta mi moño.

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Grades 4-6

Unit 1: Vocabulary

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world

Technology Standards

- 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.
- 8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.
- 8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to

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	<p>make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.</p>
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LEARNING OUTCOMES

<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> ● Recognize familiar spoken or written words and phrases ● Demonstrate comprehension of simple, oral and written directions, commands and requests ● Give and follow simple, oral and written directions, commands and requests ● Identify familiar people, places and objects ● Demonstrate comprehension of brief oral and written messages on familiar topics ● Use digital tools to exchange basic information about familiar topics ● Imitate appropriate gestures and intonation during greetings, leave-takings and daily interactions ● Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. ● Exchange information using words, phrases and short sentences about familiar cross-curricular topics. ● Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. ● Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. ● Copy/write words, phrases, or simple guided texts on familiar topics. 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● Why do people from different cultures speak differently? ● How do I make simple commands? ● What speaking strategies can I use to exchange information in another language? ● How does Spanish help me understand who I am in the world? ● How can I identify familiar people, places, or objects? ● What methods would best help me demonstrate Spanish comprehension? ● Why is it important for me to learn another language? ● How can digital tools help me learn another language? ● How can I investigate people from other cultures?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments ● Picture Prompt Speaking Assessment

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<ul style="list-style-type: none"> • Video logs 	
Benchmark	Alternative
<ul style="list-style-type: none"> • Unit pre and post assessments 	<ul style="list-style-type: none"> • Portfolio • Performance assessments
LEARNING PLAN	
Pacing Guide: 4 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> • Vocabulary (see Appendix) <p>Shapes Transportation School Subjects Body Parts Sports Sporting events Café Family members Teachers/Classes Verbs Foods/Meals Descriptions</p> <ul style="list-style-type: none"> • Recite alphabet chart with associated words at the beginning of the class periods • Play games to practice and apply vocabulary: Bingo, 7up, Charades, Simon Dice, Around the World, Uno, Twister, Duck, Duck goose, Frio/Caliente, Who/What Am I?, I Spy, Hangman, Battleship, Memory • Practice with flashcards • Understand vocabulary by using familiar modalities: crossword puzzles, word searches, worksheets • Use differentiated activities to practice speaking: singing songs, greeting, and listening to music • Respond to teacher’s commands, directions and requests • Design a digital greeting card in Spanish for a friend or family member • Read and translate a Spanish comic strip online • Research and present a favorite sport. • Identify objects in the room. • Create a menu, book, birthday chart, family tree, calendar to apply vocabulary • Describe clothing, backpack contents, or suitcase to apply vocabulary • Discuss weather and dress accordingly to label clothing • Play “Me gusta/no me gusta” with food items and chart responses • Use TPR (total physical response) to practice vocabulary • Draw pictures with descriptive captions • Create Google slide presentation to practice and describe vocabulary • Model teacher’s writing examples 	
Integrated Accommodations and Modifications	
<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> • Repeat/modify directions • Visual models 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Flexible grouping • Differentiated activities (centers)

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<ul style="list-style-type: none"> ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA ● Math ● Science ● Social Studies ● Physical Education ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaborative learning ● Productivity ● Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> ● Rosetta Stone Program ● Textbook/Workbooks ● Games ● Manipulatives (examples, counters, blocks) ● Flashcards ● Clothing/Realia ● Videos ● Songs ● Puzzles ● www.123teachme.com ● https://rockalingua.com/games ● www. OnlineFreeSpanish.com ● www.abcya.com ● http://pbskids.org/ ● ABC: En Espanol! https://www.youtube.com/watch?v= fIRYC1ek-Q ● Greetings: https://www.youtube.com/watch?v=ZJUB8WrTzd0 ● Los Deportes : https://www.youtube.com/watch?v=VeuEh9rEo04 <p>Books</p> <ul style="list-style-type: none"> ● My Diary From Here to There Mi diario de aqui hasta allá by Amada Irma Pérez ● Bajo las palmas reales: Una infancia cubana By Alma Flor Ada ● Magic Windows Ventanas mágicas by Carmen Lomas Garza ● "La Cenicienta" by Gabriela Mistral ● "De Como Dicen Que Fue Hecho El Mar" by Mrinali Alvarez Astacio ● "Cali Y Mona" by Valle Pepe ● "Santiago el Soñador Entre Las Estrellas" by Ricky Martin 	

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- "Cuadros de Familia" by Carmen Lomez Garza
- "Juegos Tradicionales" by Maria Ovalle

Grades 4-6

Unit 2: Grammar

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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LEARNING OUTCOMES

<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> ● Identify and use appropriate subject pronouns ● Understand the difference between tu and usted 	<p><i>Students will be able to answer....</i></p> <ul style="list-style-type: none"> ● Why do people from different cultures speak differently?
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Spanish Curriculum

<ul style="list-style-type: none"> ● Demonstrate proper word order ● Recognize and identify the gender and number of nouns ● Recognize that adjectives agree with nouns in gender and number: appropriately use adjectives (adjective agreement) ● Identify and correctly use the five question words ● Correctly use punctuation and accent marks ● Recognize and correctly use articles (definite and indefinite) ● Demonstrate an understanding of basic verbs (see appendix) ● Understand the difference between ser and estar ● Recognize that there are different verb conjugations (present tense only) ● Recognize tener and tener expressions ● Ask and respond to preference questions (me gusta/no me gusta) ● Correctly use hay 	<ul style="list-style-type: none"> ● How can I improve communication in another language? ● How do I make simple commands? ● What speaking strategies can I use to exchange information in another language? ● How does Spanish help me understand who I am in the world? ● How can I identify familiar people, places, or objects? ● What methods would best help me demonstrate Spanish comprehension? ● Why is it important for me to learn another language? ● How can digital tools help me learn another language? ● How can I investigate people from other cultures?
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments ● Picture Prompt Speaking Assessment ● *6th graders will take the 6th Grade Cumulative Benchmark Assessment
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 2 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> ● Ask and answer questions ● Collaborate on pair/share activities ● Learning centers to practice grammar ● Conduct surveys

Frelinghuysen Township School District

Spanish Curriculum

- Develop personal profiles (likes/dislikes for food, sports, activities, etc.)
- Play games (Around the World, Jeopardy, etc.)⁴
- Use graphic organizers to conjugate verbs
- Write short paragraphs and stories on familiar topics
- Participate in conversations
- Play Charades using tener expressions
- Create a children’s book in Spanish
- Make a singular/plural chart
- Compare and contrast English and Spanish grammar lessons
- Read translations
- Draw pictures with descriptive captions

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA
- Math
- Science
- Social Studies
- Physical Education
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Rosetta Stone Program
- Textbook/Workbooks
- Games
- Flashcards
- Videos
- Songs
- Puzzles
- Graphic Organizers
- www.123teachme.com

Frelinghuysen Township School District

Spanish Curriculum

- <https://rockalingua.com/games>
- [www. OnlineFreeSpanish.com](http://www.OnlineFreeSpanish.com)
- www.abcya.com
- <http://pbskids.org/>

Books

- Amigos en la selva by John Winskill
- Huggly va a la escuela by Todd Arnold
- Los tres osos by Hanna Hutchinson
- Mi abuelita by Cecilia Avalos

Frelinghuysen Township School District

Spanish Curriculum

Grades 4-6

Unit 3: Culture	
DESIRED RESULTS	
Standards	
<p>New Jersey Student Learning Standards</p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	<p>Technology Standards</p> <p>8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <hr/> <p>21st Century Life and Career Standards</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
LEARNING OUTCOMES	
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Focus on Spanish speaking countries to learn about perspectives, practices and products ● Use appropriate gestures and intonations (greetings, leave-takings, taking) ● Name products 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● Why do people from different cultures speak differently? ● What speaking strategies can I use to exchange information in another language?

Frelinghuysen Township School District

Spanish Curriculum

<ul style="list-style-type: none"> ● Imitate cultural practices ● Identify important holidays ● Describe clothing ● Explain daily life ● Explain school life ● Develop awareness of family traditions ● Develop awareness of various musical styles, games, arts, craft and folktales ● Recognize linguistic differences (alphabet, accents, etc.) 	<ul style="list-style-type: none"> ● How does Spanish help me understand who I am in the world? ● Why is it important for me to learn another language? ● How can digital tools help me learn another language? ● How can I investigate people from other cultures?
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ASSESSMENT

Formative	Summative
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LEARNING PLAN

Pacing Guide: 2 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> ● Collaborative speaking activities: ordering from a menu, utilizing transportation ● Create cultural decorations (piñata, sarapes, etc.) ● Have a fiesta with appropriate food and dress ● Create a placemat of foods in Spanish ● Play cultural games (musical chairs, etc.) ● Sample and label cultural foods ● Practice cultural gestures (ojo, mucho gusto, ven aca) ● Present work orally to peers ● Compare and contract an American sport with a Spanish sport ● Understand vocabulary by using familiar modalities: crossword puzzles, word searches, worksheets ● Use differentiated activities to practice speaking: singing songs, greeting, and listening to music ● Play “Me gusta/no me gusta” with food items and chart responses
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Frelinghuysen Township School District

Spanish Curriculum

- Draw pictures with descriptive captions
- Create Google slide presentation to practice and describe vocabulary
- Model teacher’s writing examples
- Create a multi-media presentation on a different culture
- Research a different culture and present findings

Integrated Accommodations and Modifications

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- Role Play

Gifted and Talented

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 - <https://rockalingua.com/games>
 - [www. OnlineFreeSpanish.com](http://www.OnlineFreeSpanish.com)
 - www.abcya.com
 - <http://pbskids.org/>
- Books
- Adelita by Tomi DePaola
 - Celebrating Cinco de Mayo by Sandi Hill
 - Day of the Dead by Toni Johnson and Jeanette Winter

Frelinghuysen Township School District

Spanish Curriculum

- El Dia de los Muertos by Mary Dodson Wade
- La Tortilleria by Gary Paulson
- Mi Abuelita by Cecilia Avalos
- Mice and Beans by Pam Munoz Ryan
- Navidad Latinoamericana by Charito Calvachi Wakefield
- The Night of the Posadas by Tomi dePaola
- Nine Days to Christmas: A Story of Mexico by Marie Hall Ets and Aurora Labastida
- On the Pampas by Maria Cristina Brusca
- Pablo Remembers by George Ancona
- The Pinata Makes by George Ancona
- The Spirit of Tio Fernando by Janice Levy