

ROCHELLE PARK SCHOOL DISTRICT



ELEMENTARY SPANISH CURRICULUM

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.

- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.

- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.

- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.

8.1 Educational Technology

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

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

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

Educational Technology

Indicators: 8.1.2.A.1, 8.1.5.A.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1

- Identify the basic features of a digital device and explain its purpose.
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- Develop an understanding of ownership of print and nonprint information.
- Use digital tools and online resources to explore a problem or issue.

21st Century Life and Careers Skills

Indicators: 9.1.4.A.1, 9.1.4.B.1, 9.1.4.D.1, 9.1.4.D.2, 9.1.4.D.3

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Differentiate between financial wants and needs.
- Determine various ways to save.
- Explain what it means to “invest”.
- Distinguish between saving and investing.

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP9, CRP11, CRP12

- Act as responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

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.

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Meeting People

Time Frame: 5 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Actively thinking about what I already know helps me better understand.</p> <p>³⁵₁₇ I can comfortably talk about things that I have practiced saying.</p>	<p>³⁵₁₇ How can I talk to someone in another language when I am just starting to learn it?</p> <p>³⁵₁₇ What will help my classmates, my teacher, and others understand me better?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ three ways to say hello in Spanish.</p> <p>³⁵₁₇ three ways to say good bye in Spanish.</p> <p>³⁵₁₇ ask and respond to introduction questions.</p> <p>³⁵₁₇ courtesy words</p>	<p>Students will be able to:</p> <p>³⁵₁₇ greet someone in Spanish.</p> <p>³⁵₁₇ say good bye to someone.</p> <p>³⁵₁₇ ask and respond to:</p> <ul style="list-style-type: none"> ▪ Como te llamas? ▪ Como estas? ▪ Cuantos anos tienes? ▪ Y tu? <p>³⁵₁₇ employ courtesy words: por favor, gracias, de nada.</p> <p>³⁵₁₇ based on time of day, use buenos dias, beunas tarde, buena sera, buenas noches.</p>	<p>7.1.NM.A.5</p> <p>7.1.NM.B.4,5</p> <p>7.1.NM.C.2,3</p> <p>9.1.4.D.2</p>

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

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Spanish Speaking World

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Learning about other cultures and countries gives us an opportunity to reflect upon our own and gain a deeper understanding of what makes up our culture.</p>	<p>³⁵₁₇ How does my country/culture compare to various Spanish speaking countries/cultures?</p> <p>³⁵₁₇ Why is Spanish, one of the many languages in the world, a predominant one in our country?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ 21 countries speak Spanish.</p> <p>³⁵₁₇ Christopher Columbus was responsible for bring the Spanish language and culture to the “new world”.</p> <p>³⁵₁₇ locations on a map of the 21 Spanish speaking countries.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ locate and identify the 21 Spanish speaking countries.</p> <p>³⁵₁₇ explain how the “new world” changed because of the Spanish conquest.</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.C.2</p>

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

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Alphabet

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ A strong English foundation can assist in learning a second language.	³⁵ ₁₇ How is the alphabet different in Spanish than in English?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> ³⁵ ₁₇ correct pronunciation of the alphabet/letters in Spanish. ³⁵ ₁₇ the sound that each letter produces. ³⁵ ₁₇ the name for each letter when given out of sequence.	<p>Students will be able to:</p> ³⁵ ₁₇ recite the alphabet. ³⁵ ₁₇ correctly pronounce each letter name. ³⁵ ₁₇ produce each letter sound ³⁵ ₁₇ identify letters when given out of sequence. ³⁵ ₁₇ make comparisons between letter sounds in English and in Spanish	<p>7.1.NM.A.4 7.1.NM.C.2 9.1.8.D.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
A-a, B-be, C-ce, Ch-che, D-de, E-e, F-efe, G-ge, H-hache, I-I, J-jota, K-ka, L-ele, LL-elle, M-eme, N-ene, N-eñe, O-o, P-pe, Q-cu, R-ere, RR-erre, S-ese, T-te, U-u, V-ve, W-doble ve, X-equis, Y-I griega, Z-zeta	Alphabet Worksheet magnetic letters white board Alphabet Poster “El Alfabeto” from <u>Sing, Dance, Laugh & Eat Tacos 2</u>	Formative Observation

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Numbers

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Written numbers and meanings are the same in English and Spanish, the terms just differ.</p> <p>³⁵₁₇ Basic vocabulary knowledge supports new second language learning.</p>	<p>³⁵₁₇ Are numbers a universal language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ correct pronunciation of numbers 0-31 in Spanish.</p> <p>³⁵₁₇ correct spelling on number words in print.</p> <p>³⁵₁₇ the name for each number when given out of sequence.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ count orally from 0-31.</p> <p>³⁵₁₇ correctly pronounce each number in Spanish.</p> <p>³⁵₁₇ identify number words in both the spoken and written form.</p> <p>³⁵₁₇ identify each number when given out of sequence.</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.C.2</p> <p>9.1.12.D.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>cero, un, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte, veinte y uno, veinte y dos, veinte y tres, veinte y cuatro, veinte y cinco, veinte y seis, veinte y siete, veinte y ocho, veinte y nueve, treinta, treinta y uno</p>	<p>“Cuenta” Song from <u>Sing, Dance, Laugh & Eat Tacos</u> CD1</p> <p>flashcards</p> <p>reference sheet</p> <p>white boards</p> <p>crossword puzzle</p> <p>number search</p>	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Oral Assessment Listening Comprehension Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Calendar

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵/₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵/₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵/₁₇ the days of the week.</p> <p>³⁵/₁₇ the months.</p> <p>³⁵/₁₇ the seasons.</p> <p>³⁵/₁₇ how a calendar is presented in Spanish.</p> <p>³⁵/₁₇ appropriate responses to calendar questions in Spanish.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ identify and spell days of the week, months of the year, and seasons.</p> <p>³⁵/₁₇ Correctly read a Spanish calendar.</p> <p>³⁵/₁₇ Respond to the following questions:</p> <ul style="list-style-type: none"> ▪ Que dia es hoy? ▪ Que dia fue ayer? ▪ Que dia sera manana? ▪ Cual es la fecha de hoy? ▪ Cuando es tu cumpleaños? 	<p>7.1.NM.A.3,5</p> <p>7.1.NM.B.4,5</p> <p>9.1.12.D.1</p>

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

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Colors

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Actively thinking about what I already know helps me better understand.</p> <p>³⁵₁₇ I can comfortably talk about things that I have practiced saying.</p>	<p>³⁵₁₇ How can I talk to someone in another language when I am just starting to learn it?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ red, orange, yellow, blue, purple, green, black, white, brown, pink and gray in Spanish.</p> <p>³⁵₁₇ appropriate responses to questions relating to colors.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ identify colors and use the corresponding Spanish word.</p> <p>³⁵₁₇ name the color of a presented object.</p> <p>³⁵₁₇ answer ‘What color is it?’</p> <p>³⁵₁₇ answer ‘What is your favorite color?’</p>	<p>7.1.NM.A.5</p> <p>7.1.NM.B.4,5</p> <p>9.1.12.D.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>rojo</p> <p>anaranjado</p> <p>amarillo</p> <p>azul</p> <p>morado</p> <p>verde</p> <p>negro</p> <p>blanco</p> <p>café</p> <p>rosado</p> <p>gris</p>	<p><u>My Colors, My World</u> by Maya Christina Gonzalez</p> <p>color worksheet</p>	<p><u>Formative</u></p> <p><u>Observation</u></p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Classroom

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵/₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵/₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵/₁₇ names of various classroom items.</p> <p>³⁵/₁₇ words for take out, put away, and show me.</p> <p>³⁵/₁₇ definite articles.</p> <p>³⁵/₁₇ adjective placement and agreement rules.</p> <p>³⁵/₁₇ plural forms of subject related nouns.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ identify and show various classroom items.</p> <p>³⁵/₁₇ respond to teacher directed commands: saquen, guarden, muestrame.</p> <p>³⁵/₁₇ apply correctly el, la, los, and las.</p> <p>³⁵/₁₇ place color adjectives after classroom nouns and have them agree in gender and number.</p> <p>³⁵/₁₇ change a noun from singular to plural.</p>	<p>7.1.NM.A.4 7.1.NM.B.2</p> <p>9.1.8.D.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el lapis el boligrafo/la pluma el libro el cuaderno la carpeta el papel la clase el pupitre el escritorio el reloj el maestro/professor la pizarra la mochila el marcador la goma/el borrador</p>	<p>classroom objects picture cards</p>	<p><u>Formative</u> Observation</p> <p><u>Summative</u> Backpack Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Body Parts

Time Frame: 4 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵/₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵/₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵/₁₇ vocabulary relating to body parts.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ identify body parts and correctly pronounce each term in Spanish.</p> <p>³⁵/₁₇ read and write the correct vocabulary relating to body parts.</p>	<p>7.1.NM.A.4,5 7.1.NM.B.2 7.1.NM.C.2 9.1.12.D.3</p>

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

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 4

Unit: Culture: Aztec Calendar

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Many early civilizations have made an impact on the development of our own.	³⁵ ₁₇ How can we learn and/or benefit from other culture’s discoveries and experiences? ³⁵ ₁₇ How does geography play a role in the success of a culture?

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> ³⁵ ₁₇ three major pre-Colombian: Aztec, Mayan, Incan. ³⁵ ₁₇ geographically where the three civilizations lived. ³⁵ ₁₇ Aztecs lived in what is now Mexico. ³⁵ ₁₇ history of the Aztec calendar or the sun stone. ³⁵ ₁₇ the calendar represents days, months, and years in a circular fashion using glyphs.	<p>Students will be able to:</p> ³⁵ ₁₇ identify the three major pre-Colombian civilizations: Aztecs, Mayan, Incas. ³⁵ ₁₇ locate on a map where the three civilizations lived. ³⁵ ₁₇ understand the history of the sun stone. ³⁵ ₁₇ compare and contrast our calendar with the Aztec calendar. ³⁵ ₁₇ create their personal hieroglyphic calendar.	<p>7.1.NM.A.3 8.2.8.G.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Aztec Mayan Incan Pre-Colombian Glyphs</p>	<p><u>Bienvenidos</u> by Cynthia Downs pp. 31-44</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Hieroglyphic Calendar</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

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

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Comprehension of a second language can be assisted when hearing over and over the grammatical feature and basic vocabulary that are essential for fluent expression of ideas.	³⁵ ₁₇ How can listening to stories in Spanish help us to learn a language in terms of understanding and speaking?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ visual clues and intonation can help comprehension of a story that is being told in a different language.	Students will be able to: ³⁵ ₁₇ comprehend and respond to a story told completely in Spanish. ³⁵ ₁₇ summarize an oral story in Spanish into English. ³⁵ ₁₇ read and fill in blanks with story details.	7.1.NM.A.2 9.1.8.D.2 9.1.12.D.3
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
habia el chico la chica se llamaba estaba tenia queria	<u>Spanish Mini-stories for Look, I Can Talk!</u> Blaine Ray vocabulary chart	<u>Formative:</u> Observation <u>Summative:</u> Story Blank Worksheet

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Famous Hispanics

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Contributions of peoples of diverse backgrounds have an impact of the development of a country/culture.	³⁵ ₁₇ How is Hispanic defined? ³⁵ ₁₇ How have famous Hispanic people influenced and contributed on our culture and society?

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> ³⁵ ₁₇ Hispanic people have made contributions to culture.	<p>Students will be able to:</p> ³⁵ ₁₇ Research famous Hispanics. ³⁵ ₁₇ Work in a group to read and answer questions about a famous Hispanic. ³⁵ ₁₇ Jigsaw to a new group and share information with each other.	7.1.NM.A.4 9.1.8.C.1 9.3.8.B.3
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Hispanic Latino	Various research materials Worksheet	<u>Formative:</u> Observation <u>Summative:</u> Famous Hispanic Worksheet

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Numbers

Time Frame: 5 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Written numbers and meanings are the same in English and Spanish, the terms just differ.</p> <p>³⁵₁₇ Basic vocabulary knowledge supports new second language learning.</p>	<p>³⁵₁₇ Are numbers a universal language?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ correct pronunciation of numbers 32-100.</p> <p>³⁵₁₇ correct spelling on number words in print.</p> <p>³⁵₁₇ names of each number when given out of sequence.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ count orally from 32-100.</p> <p>³⁵₁₇ correctly pronounce each number.</p> <p>³⁵₁₇ spell the number words.</p> <p>³⁵₁₇ identify each number when given out of sequence.</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.C.2</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Treinta y dos</p> <p>Treinta y tres</p> <p>Treinta y cuatro</p> <p>Treinta y cinco</p> <p>Treinta y seis</p> <p>Treinta y siete</p> <p>Treinta y ocho</p> <p>Treinta y nueve</p> <p>Cuarenta (y uno – nueve)</p> <p>Cincuenta (y uno – nueve)</p> <p>Sesenta (y uno – nueve)</p> <p>Ochenta (y uno – nueve)</p> <p>Noventa (y uno – nueve)</p> <p>Ciento (uno – nueve)</p>	<p><u>Teach Them Spanish!</u> Gr4, pg5-6</p> <p>white board</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Assessment</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Time

Time Frame: 3 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Actively thinking about what I already know helps me better understand.</p> <p>³⁵₁₇ I can comfortably talk about things that I have practiced saying.</p>	<p>³⁵₁₇ How can I talk to someone in another language when I am just starting to learn it?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ time to the hour and half hour in Spanish.</p> <p>³⁵₁₇ basic vocabulary and sentence structure to be able to discuss time in Spanish.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ tell time to the hour, half hour, and quarter hour.</p> <p>³⁵₁₇ ask “Que hora es?”</p> <p>³⁵₁₇ answer “Es la una.” Or “Son las _____.”</p>	<p>7.1.NM.B.4, 5</p> <p>9.1.8.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>cuarto media y menos</p>	<p>clock manipulatives</p>	<p><u>Formative:</u> Observation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Culture: Day of the Dead

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Dia de los Muertos is a culturally relevant holiday to the Latino culture in which family members who have died are remembered.</p> <p>³⁵/₁₇ Dia de los Muertos is celebrated in the United States where there are large Latino populations, such as California and Texas.</p>	<p>³⁵/₁₇ How do we remember our loved ones?</p> <p>³⁵/₁₇ Do Americans celebrate holidays like Dia de los Muertos/Day of the Dead?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵/₁₇ Day of the Dead is not the same as Halloween.</p> <p>³⁵/₁₇ Family traditions surrounding the Day of the Dead.</p> <p>³⁵/₁₇ Various cultures have differing holidays and serve the people in different ways.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ Compare/contrast Day of the Dead to Halloween.</p> <p>³⁵/₁₇ Describe what goes on during the Day of the Dead celebration.</p>	<p>7.1.NM.A.3</p>

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

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Weather

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ various weather expressions.</p> <p>³⁵₁₇ ways of engaging in conversations about weather in Spanish.</p> <p>³⁵₁₇ some weather expressions use the verb "to make" and others use the verb "to be".</p>	<p>Students will be able to:</p> <p>³⁵₁₇ describe the weather.</p> <p>³⁵₁₇ ask what the weather is like, "Que tiempo hace?"</p> <p>³⁵₁₇ distinguish between the expressions that use "hacer" and the ones that use "estar".</p>	<p>7.1.NM.B.4</p> <p>7.1.NM.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>hace sol</p> <p>hace calor</p> <p>hace mucho calor</p> <p>hace viento</p> <p>hace fresco</p> <p>hace frio</p> <p>hace buen tiempo</p> <p>hace mal tiempo</p> <p>esta lloviendo (or llueve)</p> <p>esta nevando (or nieva)</p> <p>esta nublado</p>	<p>Song: "Que tiempo hace hoy?" from <u>Sing, Dance, Laugh & Eat Tacos</u></p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Weather Forecast Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Clothing

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Actively thinking about what I already know helps me better understand.</p> <p>³⁵₁₇ I can comfortably talk about things that I have practiced saying.</p>	<p>³⁵₁₇ How can I talk to someone in another language when I am just starting to learn it?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ names of various articles of clothing in Spanish.</p> <p>³⁵₁₇ the use of the verb llevar: to wear in the I, you, he/she forms.</p> <p>³⁵₁₇ indefinite articles.</p> <p>³⁵₁₇ adjective placement and agreement rules.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ identify various articles of clothing.</p> <p>³⁵₁₇ conjugate the verb “llevar” in the singular.</p> <p>³⁵₁₇ apply correctly “un, una, unos, unas”</p> <p>³⁵₁₇ place color adjectives after clothing words and have them agree in gender and number.</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.B.4</p> <p>7.1.NM.C.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la falda</p> <p>la blusa</p> <p>el</p> <p>vestido</p> <p>la camisa</p> <p>los pantalones</p> <p>la chaqueta</p> <p>el sueter</p> <p>los zapatos</p> <p>el sombrero</p> <p>la ropa</p> <p>los pantalones cortos</p> <p>calcetines</p>	<p>clothing flashcards</p> <p>vocabulary handout</p> <p>Song: “La Lavadora” from <u>Sing, Dance, Laugh & Eat Tacos</u></p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Designing a Closet Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Family

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ names of family members.</p> <p>³⁵₁₇ possessive adjectives.</p> <p>³⁵₁₇ basic vocabulary to engage in dialogue about family.</p> <p>³⁵₁₇ masculine/feminine forms of "the".</p>	<p>Students will be able to:</p> <p>³⁵₁₇ identify family members in Spanish.</p> <p>³⁵₁₇ apply possessive adjectives and have them agree in gender and number.</p> <p>³⁵₁₇ ask and respond to: "Tienes...?", "Cuantos.....?", "Como se llama....?".</p> <p>³⁵₁₇ apply "el" and "la".</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.B.4,5</p> <p>7.1.NM.C.2</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la madre</p> <p>la mama</p> <p>el padre</p> <p>el papa</p> <p>el abuelo</p> <p>la abuela</p> <p>el hermano</p> <p>la hermana</p> <p>el hijo</p> <p>la hija</p> <p>el tío</p> <p>el tía</p> <p>el primoa</p> <p>la prima</p>	<p>Song: "Mi Familia Grande" from <u>Sing, Dance, Laugh & Eat Tacos</u></p> <p><u>Teach Them Spanish</u> gr.3, gr. 4 – Family Units</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Family Photo Album/ Quiz</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Activities

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ names of various activities and sports.</p> <p>³⁵₁₇ basic vocabulary to engage in conversation regarding activities, likes and dislikes.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ identify various activities and sports and correctly pronounce the terms in Spanish.</p> <p>³⁵₁₇ ask and respond to "Do you like...?" in both the singular and plural.</p>	<p>7.1.NM.A.5 7.1.NM.B.4, 5 7.1.NM.C.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>jugar al beisbol jugar al baloncesto montar en bicicleta leer nadar correr jugar al futbol jugar al futbol americano patinar esquiar bailar dibujar cantar</p>	<p>vocabulary handout with pictures</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Culture: Cinco de Mayo

Time Frame: 1 class

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Cinco de Mayo is not Mexican Independence Day.</p> <p>³⁵₁₇ Cinco de Mayo is a holiday in which Mexican people celebrate their rights of freedom and liberty and honor those that have fought for those rights.</p>	<p>³⁵₁₇ What is the history of Cinco de Mayo and why do we celebrate it in the United States?</p> <p>³⁵₁₇ Are there any American holidays that remind us of Cinco de Mayo?</p>

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <p>³⁵₁₇ history of Cinco de Mayo.</p> <p>³⁵₁₇ facts about the Mexican Army and leadership.</p> <p>³⁵₁₇ geography specific to the Battle of Puebla.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ explain what “Cinco de Mayo” means.</p> <p>³⁵₁₇ explain what happened during the Battle of Puebla on May 5, 1862.</p> <p>³⁵₁₇ name Benito Juarez as the General of the Mexican Army.</p>	<p>7.1.NM.A.3</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Cinco de Mayo Puebla Benito Juarez</p>	<p>Cinco de Mayo video</p>	<p>Summative: Video Guide Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Places to Go

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵/₁₇ Actively thinking about what I already know helps me better understand.</p> <p>³⁵/₁₇ I can comfortably talk about things that I have practiced saying.</p>	<p>³⁵/₁₇ How can I talk to someone in another language when I am just starting to learn it?</p> <p>³⁵/₁₇ What will help my classmates, my teacher, and others understand me better?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵/₁₇ vocabulary relating to community locations and institutions.</p> <p>³⁵/₁₇ basic vocabulary to dialogue in Spanish about places you would go.</p>	<p>Students will be able to:</p> <p>³⁵/₁₇ name various locations that one can go to in a community in Spanish.</p> <p>³⁵/₁₇ ask “Adonde vas?”</p> <p>³⁵/₁₇ answer “Voy a...”</p> <p>³⁵/₁₇ use “a la...” or “a las...” in a sentence.</p>	<p>7.1.NM.A.4,5</p> <p>7.1.NM.B 4,5</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la escuela la tienda la casa el apartamento el parque la biblioteca la playa el mercado el cine el restaurante</p>	<p><u>Teach Them Spanish</u> gr.3 p.39</p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Project</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Food

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ basic breakfast, lunch and dinner foods.</p> <p>³⁵₁₇ basic vocabulary to engage in dialogue about food in both formal and informal.</p> <p>³⁵₁₇ that meal habits are different from our cultural habits in the US.</p> <p>³⁵₁₇ currency conversions of pesos and dollars.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ name the three main meals and common foods in Spanish.</p> <p>³⁵₁₇ ask someone what they would like to have and tell someone what they would like to have when ordering.</p> <p>³⁵₁₇ understand and articulate the cultural differences in meal times.</p> <p>³⁵₁₇ use online resources to convert U.S. dollars to Mexican pesos.</p>	<p>7.1.NM.B.4,5 7.1.NM.C.2</p> <p>8.1.8.E.1</p> <p>9.1.12.D.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>el desayuno el almuerzo la cena los huevos el pan tostado la leche el jugo la ensalada la sopa la carne el pascado el pollo el arroz las papas el agua</p>	<p><u>Teach Them Spanish</u> gr.4, p64</p>	<p><u>Formative:</u> Restaurant Dialogues</p> <p><u>Summative:</u> Student Created Menus</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Farm Animals

Time Frame: 6 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>³⁵₁₇ Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.</p> <p>³⁵₁₇ Even though I don't know all the words that are written, I can figure out the main idea by paying attention to titles, pictures, and familiar expressions.</p>	<p>³⁵₁₇ How can I better understand when I do not know everything I read and hear?</p>

KNOWLEDGE	SKILLS	NJSLs
<p>Students will know:</p> <p>³⁵₁₇ farm animal names in Spanish.</p> <p>³⁵₁₇ adjectives relating to describing animals.</p> <p>³⁵₁₇ the verb "ser" in the third person.</p>	<p>Students will be able to:</p> <p>³⁵₁₇ name farm animals.</p> <p>³⁵₁₇ describe farm animals using the correct form of "ser" and adjectives.</p> <p>³⁵₁₇ use online resources to research agriculture in Spanish-speaking countries.</p>	<p>7.1.NM.A.4</p> <p>7.1.NM.B.5</p> <p>9.1.8.D.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>la vaca la granja el pollito el gallo la gallina el perro el gato la oveja el pavo el cerdo el pato grande pequen o bonito feo gordo delgado alto bajo fuerte debil rapido lento</p>	<p>animal puppets, pictures, figurines</p> <p>Song: "Vengan a Ver Mi Granja" from <u>Sing, Dance, Laugh & Eat Tacos</u></p>	<p><u>Formative:</u> Observation</p> <p><u>Summative:</u> Student Presentation</p>

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

Grade: 5

Unit: Bullfighting

Time Frame: 2 classes

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Sometimes cultural traditions and celebrations create conflict and controversy in current times.	³⁵ ₁₇ Is bullfighting an expression of art or an act of violence? ³⁵ ₁₇ Should traditions be questioned?

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> ³⁵ ₁₇ the history of bullfighting. ³⁵ ₁₇ the stages of a bull fight. ³⁵ ₁₇ the arguments for and against bullfighting.	<p>Students will be able to:</p> ³⁵ ₁₇ read and view information on bullfighting and explain the history. ³⁵ ₁₇ explain the stages in a bullfight. ³⁵ ₁₇ write a persuasive essay to the World Society for the Protection of Animals stating their position on bullfighting: <ul style="list-style-type: none"> ○ Keep lethal bullfighting ○ End all bullfights ○ Allow bullfighting without the killing of the bull/ 	7.1.NM.A.3
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
matador picadores bandillero s toro capote plaza de toros traje de luz corrida de toros	<u>Ferdinand the Bull</u> by Munro Leaf	<u>Formative:</u> Debate <u>Summative:</u> Essay

ROCHELLE PARK TOWNSHIP SCHOOL DISTRICT
Spanish Curriculum Guide

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

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
³⁵ ₁₇ Comprehension of a second language can be assisted when hearing over and over the grammatical feature and basic vocabulary that are essential for fluent expression of ideas.	³⁵ ₁₇ How can listening to stories in Spanish help us to learn a language in terms of understanding and speaking?

KNOWLEDGE	SKILLS	NJSLS
Students will know: ³⁵ ₁₇ visual clues and intonation can help comprehension of a story that is being told in a different language.	Students will be able to: ³⁵ ₁₇ comprehend and respond to a story told completely in Spanish. ³⁵ ₁₇ summarize in English an oral story told in Spanish. ³⁵ ₁₇ read, fill in blanks, and answer questions about a story written in Spanish.	7.1.NM.A.2 9.1.8.D.2 9.1.12.D.3

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