

WORLD LANGUAGES
CURRICULUM
K-6

SPANISH

Revised 2009-2010

NORTH WARREN CLUSTER:
BLAIRSTOWN, FRELINGHUYSEN, AND KNOWLTON
ELEMENTARY SCHOOLS
NORTH WARREN MIDDLE SCHOOL

Committee:

Kelly Fox	Blairstown
Jennifer Helfrich	Frelinghuysen
Cecelia Chartoff	Knowlton
Marcos Tirado	North Warren Middle School
Holly Gravel	Curriculum Coordinator

SPANISH

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INTRODUCTION

The introduction to the 2009 revised New Jersey Core Curriculum Content Standards for World Languages notes that, “New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas across geographical, cultural, and linguistic borders. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are globally literate and possess the attributes reflected in the mission and vision for world languages that follow:

Mission: The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language...language learners can be expected to move through levels of proficiency at different rates. Students beginning the study of a language in kindergarten in a program that meets a minimum of three times a week for 30 minutes, and continuing that language in subsequent grades in a program that meets the same amount of time, should meet the cumulative progress indicators for the “Novice-High” level* by the end of grade 5.”

The World Language Curriculum Committee realized that the time allotted for Spanish instruction at the elementary level falls well below the guidelines suggested above. However, the committee worked diligently to create a curriculum that provides a rich and interesting program for elementary students which will prepare them to reach the “Novice–Mid” proficiency level* by the time they enter the Middle School. To aid in this process, Middle School Spanish teachers developed lists of vocabulary and verbs they felt should be mastered by the end of 6th grade. These lists (on pages 8, 16-17), along with accompanying grammar skills, were used in writing this K-6 document. A cumulative benchmark assessment test for 6th graders was developed (pages 24-32) as a way to measure mastery of these skills.

*Novice-Mid Level – Students communicate *using memorized words and phrases* to talk about familiar topics related to school, home, and the community.

*Novice-High Level - Students communicate *using words, lists, and simple sentences* to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

SPANISH CURRICULUM

K-3

<p>Content</p>	<p><u>VOCABULARY</u> (See complete list of words on page 8.)</p> <table border="0"> <tr> <td>Shapes</td> <td>Colors</td> </tr> <tr> <td>Animals</td> <td>Greetings</td> </tr> <tr> <td>Days of the week</td> <td>Clothing</td> </tr> <tr> <td>Months</td> <td>School Supplies</td> </tr> <tr> <td>Seasons</td> <td>Body parts</td> </tr> <tr> <td>Weather</td> <td>Family members</td> </tr> <tr> <td>Numbers(up to 50)</td> <td>Identifying a person or thing</td> </tr> </table>	Shapes	Colors	Animals	Greetings	Days of the week	Clothing	Months	School Supplies	Seasons	Body parts	Weather	Family members	Numbers(up to 50)	Identifying a person or thing
Shapes	Colors														
Animals	Greetings														
Days of the week	Clothing														
Months	School Supplies														
Seasons	Body parts														
Weather	Family members														
Numbers(up to 50)	Identifying a person or thing														
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Why do people from different cultures sometimes say, write, and do things differently from the way I do them? 2. How does Spanish help me understand who I am in the world? 3. Why is it important for me to learn another language? 														
<p>NJCCCS</p>	<p>7.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 5.3, 8.1</p>														
<p>Skills/ Proficiencies</p>	<p>Recognize familiar spoken or written words and phrases. <i>(NM.A.1)</i> Demonstrate comprehension of simple oral, and written directions, commands, and requests. <i>(NM.A.2)</i> Identify familiar people, places, and objects. <i>(NM.A.4)</i> Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. <i>(NM.B.4)</i> Exchange information using words, phrases, and short sentences about familiar and cross-curricular topics. <i>(NM.B.5)</i> Imitate, recite and/or dramatize simple rhymes, songs, and skits. <i>(NM.C.2)</i> Copy/write words or phrases on familiar topics. <i>(NM.C.3)</i> Present information orally and in writing. <i>(NM.C.4)</i></p> <p><i>(Note: NM = "Novice-Mid" proficiency level.)</i></p>														
<p>Suggested Activities</p>	<p>For <i>NM.A.1, A.4, B.5</i> (See Skills above.)</p> <p>Recite alphabet chart with associated words at the beginning of class periods. Play games: "Bingo," "7 Up," "Charades," "Simón Dice," "Around the World," "Uno," "Twister," "Duck, Duck Goose" (<i>PE 2.5</i>), "Frío/Caliente," "Who/What Am I?," "I Spy," "Hangman," "Battleship"(Use Smart Board. <i>Technology 8.1</i>), "Memory," card games...)</p> <p>Use flashcards. Do worksheets. Complete word searches. Do crosswords puzzles. <i>(Visual and Performing Arts, 1.3)</i> Sing songs. Listen to music. Do craft projects. Label colors on the color wheel in Spanish. Create a creature. (body parts) <i>(Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5)</i> Read books aloud. Make books. Make a menu.</p>														

<p>Suggested Activities</p>	<p>Watch and discuss videos and DVD's. Describe clothing. Dress up and identify clothing. Dress according to the weather. Cut out and label shapes. (<i>Math 4.2</i>) Make a birthday chart. Assemble a calendar. Create a family tree. Incorporate vocab words from various content areas into lessons. (<i>Science 5.3, Social Studies 6.1, Health 2.1...</i>) <i>Jump Start Spanish</i> computer software SmartBoard Activities and teacher made activities. (<i>Technology 8.1</i>)</p> <p><u>For NM.A.2 (See Skills above.)</u> Children respond to teacher's commands, directions, and requests (Ex. Follow commands to dress up.....). Games: "Simón Dice," "Twister," follow commands to dress up...</p> <p><u>For NM.B.4 (See Skills above.)</u> Play "Me gusta/No me gusta" with food items; chart students' responses. Ask and respond to simple questions during morning routine.</p> <p><u>For NM.C.2 (See Skills above.)</u> Sing songs; dance. (<i>Visual and Perf. Arts 1.3</i>) Use TPR (total physical response). Play "Charades." Imitate teacher's actions and repeat words/phrases.</p> <p><u>For NM.C.3 (See Skills above.)</u> Model teacher's writing examples from board and/or worksheet. Do simple crossword puzzles and word searches.</p> <p><u>For NM.C.4 (See Skills above.)</u> Draw a picture and write a caption. Present work orally. Identify objects in the room. Play "I Spy."</p>	
<p>Assessments/ Performance Indicators</p>	<p>Teacher observation Projects/Rubrics Oral assessments</p>	<p>Question/Answer Class discussion</p>
<p>Benchmark Assessment</p>	<p>By the end of Grade 3, students will work towards attaining mastery of K-3 vocabulary based on the frequency and duration of classes held throughout the year. (Ex.: Picture prompts -Teacher gives students a picture and asks them to identify objects in the picture; teachers tells students to color certain objects specific colors...)</p>	

**Resources/
Materials**

Puzzlemaker.com
Quia.com
Studyspanish.com
Weatherchannel.com
Textbooks/Workbooks
Posters
CD's, Videos, DVD's
Games
Manipulatives (counters, attribute blocks...)
Flashcards
Clothing/Realia
SmartBoard
Jump Start Spanish software

Books

Abuela – Arthur Dorros
Are You My Mother? – P.D. Eastman
Build a Burrito – Denise Vega
Clifford y el Día de Pascua – Norman Bridwell
Contando dos en dos – Suzanne Hardin
Corre, perro, corre – P.D. Eastman
Counting in the Garden – Kim Parker
Cuadros de la familia – Carmen Lomas Garza
Cuenta ratones – Ellen Stoll Walsh
El invierno – Carme Sole Vendrell
El otoño – Carme Sole Vendrell
El Primer Halloween de Clifford – Norman Bridwell
El verano – Carme Sole Vendrell
Froggy se viste – Jonathan London and Frank Remkiewicz
Goodnight Everyone – Jakki Wood and Lone Morton
Hojas vienen, hojas van – Maria Fleming and Melissa Sweet
Huevos verdes con jamón – Dr. Seuss
La Navidad de Clifford – Norman Bridwell
La oruga muy hambrienta – Eric Carle
La pequeña princesa: El tiempo – Tony Ross
La primavera – Asun Balzola
The Legend of the Poinsettia – Tomi DePaola
Mañana, Iguana – Ann Whitford Paul and Ethan Long
Mice and Beans – Pam Munoz Ryan
No me corten el pelo – Hans Wilhelm
Pepita habla dos veces – Ofelia Dumas Lachtman and Alex Pardo Delange
Perro grande, perro pequeño – P.D. Eastman
Say Hola to Spanish – Susan Middleton Elya and Loreta Lopez
Skippy jon Jones in the Doghouse – Judy Schachner
Skippy jon Jones in Mummy Trouble – Judy Schachner
Un día de nieve – Ezra Jack Keats
Un osito para Maddie – Ezra Jack Keats
When I Am: Cuando estoy – Gladys Rosa-Mendoza and Dana Regan
Yagua Days – Cruz Martel
1, 2, 3, Thanksgiving – W. Nikola-Lisa and Robin Kramer

K-3 VOCABULARY

Shapes	Animals	La semana	Months	Seasons	Weather	Colors
El círculo	El perro	domingo	enero	verano	Hace sol	negro
El óvalo	El caballo	lunes	febrero	otoño	Hace frío	azul
El rectángulo	El león	martes	marzo	invierno	Hace calor	café
El cuadrado	El mono	miércoles	abril	primavera	Hace viento	gris
El triángulo	La tortuga	jueves	mayo		Está lloviendo	verde
	El oso	viernes	junio		Está nevando	anaranjado
	El gato	sábado	julio			morado
	El conejo	domingo	agosto			rojo
			septiembre			blanco
			octubre			amarillo
			noviembre			
			diciembre			

School supplies	Body parts	Family members	Identifying a person or thing	Greetings	Clothing	
La pizarra	El pie	La familia	El amigo	Hola	La chaqueta	
El libro	La pierna	El padre	La amiga	Buenos días	La bufanda	
El escritorio	La cabeza	La madre	La escuela	Buenas tardes	El calcetín	
La goma	La oreja	El/la hijo/a	Grande	Buenas noches	El suéter	
El lápiz	El ojo	El/la hermano/a	Pequeño	Adiós	La corbata	
La regla	El pelo	El/la abuelo/a		Hasta luego	La blusa	
La profesora	La cabeza	El/la tío/a		Hasta mañana	Las botas	
La pluma	La boca	El gato		Señor	El abrigo	
El bolígrafo	La nariz	El perro		Señora	El vestido	
El cuaderno	La mano			Señorita	Los guantes	
				por favor	El sombrero	
				Gracias	El/Los pantalón/ones	
				De nada	Los zapatos	
					La falda	
					La camiseta	

<p>Content</p>	<p><u>CULTURE</u></p>
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Why do people from different cultures sometimes say, write, and do things differently from the way I do them? 2. How does Spanish help me understand who I am in the world? 3. Why is it important for me to learn another language?
<p>NJCCCS</p>	<p>7.1, 1.3, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 6.1, 6.2, 6.3</p>
<p>Skills/ Proficiencies</p>	<p><i>NM.A.1, A.2, A.3, A.4, B.3, B.4, B.5, C.2, C.3,C.4, C.5</i></p> <p>Focus on Spanish-speaking countries to learn about perspectives, practices, and Products. (<i>Social Studies 6.2, 6.3</i>)</p> <p>Use appropriate gestures and intonations (greetings, leave-takings, talking...).</p> <p>Name products.</p> <p>Imitate cultural practices.</p> <p>Identify some important holidays.</p> <p>Describe clothing.</p> <p>Explain daily life.</p> <p>Explain school life.</p> <p>Develop awareness of family traditions.</p> <p>Develop awareness of various musical styles, games, arts, crafts, and folktales.</p> <p>Recognize linguistic differences (alphabet, accents...).</p> <p>(Note: <i>NM</i> = “Novice-Mid” proficiency level.)</p>
<p>Suggested Activities</p>	<p><u>For <i>NM.A.1, A.4, B.5</i> (See Skills above.)</u></p> <p>Recite alphabet chart with associated words at the beginning of class periods.</p> <p>Play games: “Bingo,” “7 Up,” “Charades,” “Around the World,” “Who/What Am I?” “I Spy,” “Hangman,” “Memory,” ...)</p> <p>Use flashcards.</p> <p>Do worksheets.</p> <p>Complete word searches.</p> <p>Do crosswords puzzles.</p> <p>(<i>Visual and Performing Arts, 1.3</i>)</p> <p>Sing songs.</p> <p>Listen to music.</p> <p>Do craft projects.</p> <p>(<i>Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5</i>)</p> <p>Read books aloud.</p> <p>Make books.</p> <p>Make a menu.</p> <p>(<i>Technology 8.1</i>)</p> <p>SmartBoard Activities and teacher made activities.</p>

Suggested Activities

Watch and discuss videos and DVD's.
Describe clothing.
Dress up and identify clothing.
Assemble a calendar.
Incorporate vocab words from various content areas into lessons.
(*Social Studies 6.1, Health 2.1...*)

For NM.A.3, B.5, C.5 (See Skills above.)

(*Visual and Performing Arts 1.3*)

Create arts and crafts (make sárapes...).
Listen to music.
Dance.
Make posters of realia.
Practice cultural gestures (“ojo”/watch out, “mucho gusto”/shake hands, “ven acá”/come here...).
Have a fiesta with appropriate food and dress.
Create a placemat of foods labeled in Spanish.
Play cultural games (musical chairs...).(Health/PE 2.5)
Sample and label cultural foods.

For NM.A.2 (See Skills above.)

Children respond to teacher's commands, directions, and requests (Ex. Follow commands to dress up.....).

For NM.B.4 (See Skills above.)

Play “Me gusta/No me gusta” with cultural food items; chart students' responses.
Ask and respond to simple questions during morning routine.

For NM.C.2 (See Skills above.)

Sing songs; dance. (*Visual and Perf. Arts 1.3*)
Use TPR (total physical response).
Play “Charades.”
Imitate teacher's actions and repeat words/phrases.

For NM.C.3 (See Skills above.)

Model teacher's writing examples from board and/or worksheet.
Do simple crossword puzzles and word searches.

For NM.C.4 (See Skills above.)

Draw a picture and write a caption.
Present work orally.
Identify objects in the room.
Play “I Spy.”

Assessments/ Performance Indicators	Teacher observation Projects/rubrics Oral assessments Question/answer Class discussion
Benchmark Assessment	By the end of Grade 3, students will work towards developing an understanding of culture in various Spanish-speaking countries based upon the frequency and duration of classes held throughout the year. (Ex.: perform a dance, identify cultural foods, name traditions associated with holidays...).
Resources/ Materials	Puzzlemaker.com Quia.com Studyspanish.com Weatherchannel.com Textbooks/Workbooks SmartBoard Posters CD's, Videos, DVD's Games Manipulatives (counters, attribute blocks...) Flashcards Clothing/Realia <u>Books</u> <i>Adelita</i> – Tomie dePaola <i>Celebrating Cinco de Mayo</i> – Sandi Hill <i>Day of the Dead</i> – Tony Johnston and Jeanette Winter <i>El Día de los Muertos</i> – Mary Dodson Wade <i>La tortillería</i> – Gary Paulson <i>The Legend of the Poinsettia</i> – Tomie dePaola <i>Mi abuelita</i> – Cecilia Avalos <i>Mice and Beans</i> - Pam Munoz Ryan <i>Navidad Latinoamericana</i> – Charito Calvachi Wakefield <i>The Night of the Posada</i> – Tomi dePaola <i>Nine Days to Christmas: A Story of Mexico</i> – Marie Hall Ets and Aurora Labastida <i>On the Pampas</i> – Maria Cristina Brusca <i>Pablo Remembers</i> – George Ancona <i>The Piñata Maker</i> – George Ancona <i>The Spirit of Tío Fernando</i> – Janice Levy

SPANISH CURRICULUM

4-6

<p>Content</p>	<p><u>VOCABULARY</u> (See complete list of words on pages 16-17.)</p> <table border="0"> <tr> <td>Shapes</td> <td>Numbers (up to 100)</td> </tr> <tr> <td>Describing a person</td> <td>Verbs</td> </tr> <tr> <td>School subjects</td> <td>Teachers and courses</td> </tr> <tr> <td>Transportation</td> <td>Getting along in the cafe</td> </tr> <tr> <td>Foods and meals</td> <td>Sports</td> </tr> <tr> <td>Body parts</td> <td>Sporting events</td> </tr> <tr> <td>Family members</td> <td></td> </tr> </table>	Shapes	Numbers (up to 100)	Describing a person	Verbs	School subjects	Teachers and courses	Transportation	Getting along in the cafe	Foods and meals	Sports	Body parts	Sporting events	Family members	
Shapes	Numbers (up to 100)														
Describing a person	Verbs														
School subjects	Teachers and courses														
Transportation	Getting along in the cafe														
Foods and meals	Sports														
Body parts	Sporting events														
Family members															
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Why is it important for me to learn a language? 2. How are a culture’s attitudes, values, and beliefs reflected in its products and its way of life? 3. How can I get better at communicating in another language? 														
<p>NJCCCS</p>	<p>7.1, 1.2, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 5.5, 6.1, 6.2, 6.3, 8.1</p>														
<p>Skills/ Proficiencies</p>	<p>Recognizing familiar spoken or written words and phrases. <i>(NM.A.1)</i> Demonstrate comprehension of simple, oral, and written directions, commands, and requests. <i>(NM.A.2)</i> Give and follow simple, oral, and written directions, commands, and requests. <i>(NM.B.2)</i> Identify familiar people, places, and objects. <i>(NM.A.4)</i> Demonstrate comprehension of brief oral and written messages on familiar topics. <i>(NM.A.5)</i> Use digital tools to exchange basic information about familiar topics. <i>(NM.B.1)</i> Imitate appropriate gestures and intonation during greetings, leave-takings, and daily interactions. <i>(NM.B.3)</i> Ask and respond to simple questions, make requests and express preferences using memorized words and phrases. <i>(NM.B.4)</i> Exchange information using words, phrases, and short sentences about familiar and cross-curricular topics. <i>(NM.B.5)</i> Use basic vocabulary to create a multimedia rich presentation to be shared with an audience. <i>(NM.C.1)</i> Imitate, recite and/or dramatize simple poetry, rhymes, songs, and skits. <i>(NM.C.2)</i> Copy/write words, phrases, or simple guided texts on familiar topics. <i>(NM.C.3)</i> Present information orally and in writing. <i>(NM.C.4)</i></p> <p>(Note: <i>NM</i> = “<i>Novice-Mid</i>” proficiency level.)</p>														
<p>Suggested Activities</p>	<p>For <i>NM.A.1, A.4, A.5, B.2, B.5</i> (See Skills above.)</p> <p>Recite alphabet chart with associated words at the beginning of class periods.</p> <p>Play games: “Bingo,” “7 Up,” “Charades,” “Simon Dice,” “Around the World,” “Uno,” “Twister,” “Frio/Caliente,” “Who/What Am I?,” “I Spy,” “Hangman,” “Battleship” (Use Smart Board. <i>Technology 8.1</i>), “Memory,” card games, “Monopoly,” “Jeopardy,” “Scrabble”...).</p>														

Suggested Activities

Use flashcards.
Do worksheets.
Complete word searches.
Do crosswords puzzles.
Create mnemonic devices to help remember words (Ex. Use words as part of pictures ...).

For NM.A.1, A.4, A.5, B.2, B.5 (See Skills above.)

(Visual and Performing Arts, 1.3)

Sing songs.
Listen to music.
Do craft projects.

(Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5)

Read books aloud.

Make books.

Make a menu.

Do partner/small group activities/skits- Practice: ordering from a menu, visiting the doctor's office, utilizing transportation...

Watch and discuss videos and DVD's.

Incorporate vocab words from various content areas into lessons.

(Science 5.5, Social Studies 6.1, 6.2, 6.3, Health 2.1...)

For NM.A.2 (See Skills above.)

Children respond to teacher's commands, directions, and requests (Ex. Follow commands to move around the class, make a craft, get around the school/town, follow a recipe.....).

Play games: "Simon Dice," "Twister"...

For NM.B.1 (See Skills above.) *(Technology 8.1)*

Design a digital greeting card in Spanish for a friend or family member.

View a Spanish comic strip online. Students read and translate it, then write their own appropriate sentences in the conversation bubbles.

Use MapQuest, WeatherChannel or other web resources to research Spanish-speaking countries.

For NM.B.3 (See Skills above.)

Inform students about various cultural gestures (watch out/index finger to the eye, kiss on the cheek...).

For NM.B.4 (See Skills above.)

Play "Me gusta/No me gusta" with food items; chart students' responses.

Ask and respond to simple questions during morning routine.

For NM.C.1 (See Skills above.) *(Technology 8.1)*

Create a Powerpoint vocabulary slideshow using words, pictures, and/or sounds.

Create a web using *Inspiration* or *Mind-mapping* software.

<p>Suggested Activities</p>	<p>For <i>NM.C.2</i> (See Skills above.) Sing songs; dance, if appropriate. (<i>Visual and Perf. Arts 1.3</i>) Model a skit after a simple Spanish book like <i>Mañana, Iguana</i>. (<i>Vis.&Perf. Arts 1.3</i>) Use TPR (total physical response) Play “Charades.” Imitate teacher’s actions and repeat words/phrases. Repeat tongue twisters.</p> <p>For <i>NM.C.3</i> (See Skills above.) Model teacher’s writing examples from board and/or worksheet. Do simple crossword puzzles and word searches. Design a greeting card in Spanish for a friend or family member.</p> <p>For <i>NM. C.4</i> (See Skills above.) <i>(Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5)</i> Draw a picture and write a caption. Present work orally. Learn how to use a Spanish/English dictionary. Research and present a favorite sport. (<i>Health/PE 2.5</i>) Watch <i>Goldilocks</i> (Professor Parrot video) in Spanish; then listen to the story read aloud. Students mimic actions from the story and create pictures and captions in a nine block storyboard to summarize the story. (<i>Visual and Perf. Arts 1.3</i>) Identify objects in the room. Play “I Spy.” Pack a suitcase appropriate for a particular destination(weather/clothing). In an Olympic year, choose a Spanish-speaking country’s sports team, and follow its progress. (<i>Health/PE 2.5, Social Studies 6.2</i>)</p>	
<p>Assessments/ Performance Indicators</p>	<p>Tests Quizzes Teacher observation Projects/rubrics</p>	<p>Oral assessments Written assessments Question/answer Class discussion</p>
<p>Benchmark Assessment</p>	<p>By the end of Grade 6, students will demonstrate proficiency in Spanish vocabulary by attaining a passing grade on the Cumulative 6th Grade Benchmark Assessment (See pages 24-32.).</p>	
<p>Resources/ Materials</p>	<p>Puzzlemaker.com Quia.com Enchantedlearning.com Studyspanish.com Weatherchannel.com Mapquest.com Textbooks/workbook <i>CIA World Factbook</i> Posters CD’s, videos, DVD’s Games Manipulatives (counters, attribute blocks...) Flashcards Clothing Realia</p>	

4-6 VOCABULARY AND VERBS

Shapes	Transportation	Identifying School Subjects	Body Parts
El cono	El avión	Las ciencias	La rodilla
La media luna	La bicicleta	Las matemáticas	El brazo
El rombo	El barco	Las ciencias sociales	La barba
El octágono	El autobús	Las lenguas	La oreja
	El coche	La música	El cuello
	El helicóptero	El arte	Los dientes
	La motocicleta		La lengua
	El tren		El tobillo
	El camión		El brazo
			El codo
			El dedo
			El hombro
			El estómago

Identifying sports	Describing a sporting event	Getting along in the café	Family members
El fútbol	El estadio	El café	Los parientes
El béisbol	El/la espectador/a	La mesa	El esposo
El básquetbol	El campo	El/la mesero/a	El marido
El baloncesto	La cancha	El/la camarero/a	La esposa
El boxeo	El partido	El menú	La mujer
El ciclismo	El/la jugador/a	El orden	El/la nieto/a
El patinaje	El equipo	La cuenta	El/la sobrino/a
El esquí		Libre	El/la primo/a
La natación		Ocupado	
El tenis			
Describing Teachers and courses			
La alumna			
El alumno			
Inteligente			
Aburrido			
Fácil			
Difícil			

Spanish Verbs (Translations Only)	Identifying foods and meals	Describing a person	
Buscar	Los vegetales	Alto	
Mirar	Los guisantes	Bajo	
Comprar	Las habichuelas	Guapo	
Pagar	Los frijoles	Bonito	
Hablar	Las zanahorias	Lindo	
Trabajar	Las papas	Feo	
Llegar	La lechuga	Moreno	
Cantar	Las frutas	Rubio	
Leer	Las naranjas	Flaco	
Comer	Las manzanas	Gordo	
Beber	Los plátanos	Gracioso	
Vender	Los tomates	Cómico	
Perder	La carne	Serio	
Ganar	El bistec	Ambicioso	
Jugar	Los mariscos	Perezoso	
Correr	El pescado	Bueno	
Devolver	El pollo	Fantástico	
Subir	El huevo	Tímido	
Empezar	El atún	Sincero	
Tirar	El arroz	Honesto	
Gustar	El desayuno	Generoso	
Poder	El almuerzo	Simpático	
Querer	La cena	Joven	
Creer	El pastel	Viejo	
	Las frutas	Anciano	
	El helado		
	El agua		
	El pollo		
	La leche		
	Las tortillas		
	La ensalada		
	El azúcar		
	El tomate		

<p>Content</p>	<p><u>GRAMMAR</u></p>
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Why is it important for me to learn a language? 2. How are a culture’s attitudes, values, and beliefs reflected in its products and its way of life? 3. How can I get better at communicating in another language?
<p>NJCCCS</p>	<p>7.1, 3.1, 3.2, 3.3, 3.4, 3.5</p>
<p>Skills/ Proficiencies</p>	<p><i>NM.A.1, A.2, A.4, A.5, B.1, B.2, B.4, B.5, C.1, C.2, C.3, C.4</i></p> <p>Identify and utilize appropriate subject pronouns. Understand the difference between “tú” and “usted.” 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 list on page 16.) 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.”</p> <p>(Note: <i>NM</i> = “<i>Novice-Mid</i>” proficiency level.)</p>
<p>Suggested Activities</p>	<p>Ask and answer questions. Do pair/share and other small group activities. Visit learning centers. Conduct surveys (food, clothing...). Develop personal profiles (Show likes and dislikes regarding sports, foods, activities...). Play games (“Around the World,” use game show formats like “Jeopardy,” “Who Wants to Be a Millionaire?”...). Use flashcards. Do worksheets. Do cloze activities. Use graphic organizers. Ask/answer questions during the morning routine.</p>

<p>Suggested Activities</p>	<p>(<i>Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5</i>) Write short paragraphs/stories on familiar topics. Participate in oral conversations. Play “Charades” using “tener expressions.” Read books. Create a simple children’s book to share with a lower grade. Make a singular/plural chart Compare and contrast Spanish and English grammar lessons. Write a caption for given pictures. Read translations.</p>	
<p>Assessments/ Performance Indicators</p>	<p>Tests Quizzes Teacher observation Projects/rubrics</p>	<p>Oral assessments Written assessments Question/answer Class discussion</p>
<p>Benchmark Assessment</p>	<p>By the end of Grade 6, students will demonstrate proficiency in Spanish grammar by attaining a passing grade on the Cumulative 6th Grade Benchmark Assessment (See pages 24-32).</p>	
<p>Resources/ Materials</p>	<p>Quia.com Enchantedlearning.com Studyspanish.com Textbooks Workbooks Posters Videos, DVDs Games Flashcards</p> <p><u>Books</u> <i>Amigos en la selva</i> – John Winskill <i>Huggly va a la escuela</i> – Todd Arnold <i>La maestra del pántano negro</i> – Mike Thaler <i>Los tres osos</i> – Hanna Hutchinson <i>Mi abuelita</i> – Cecilia Avalos</p>	

Content	<u>CULTURE</u>
Essential Questions	<ol style="list-style-type: none"> 1. Why is it important for me to learn a language? 2. How are a culture's attitudes, values, and beliefs reflected in its products and its way of life? 3. How can I get better at communicating in another language?
NJCCCS	7.1, 1.3, 2.1, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 6.2, 6.3, 8.1
Skills/ Proficiencies	<p><i>NM.A.1, A.2, A.3, A.4, A.5, B.1, B.2, B.3, B.4, B.5, C.1, C.2, C.3, C.4, C.5</i></p> <p>Focus on Spanish-speaking countries to learn about perspectives, practices, and products: (<i>Social Studies 6.2, 6.2</i>)</p> <ul style="list-style-type: none"> Use appropriate gestures and intonations (greetings, leave-takings, talking...). Name products. Imitate cultural practices. Identify some important holidays. Describe clothing. Explain daily life. Explain school life. Develop awareness of family traditions. Develop awareness of various musical styles, games, arts, crafts, and folktales. Recognize linguistic differences (alphabet, accents...). <p>(Note: <i>NM</i> = "Novice-Mid" proficiency level.)</p>
Suggested Activities	<p>For <i>NM.A.1, A.4, A.5, B.2, B.5</i> (See Skills above.)</p> <ul style="list-style-type: none"> Recite alphabet chart with associated words at the beginning of class periods. Play games: "Bingo," "7 Up," "Charades," "Around the World," "Who/What Am I?," "I Spy," "Hangman," "Memory," "Jeopardy," ...). Use flashcards. Do worksheets. Complete word searches. Do crosswords puzzles. Create mnemonic devices to help remember words (Ex. Use words as part of pictures ...).

Suggested Activities

(Visual and Performing Arts, 1.3)

- Sing songs.
- Listen to music.
- Do craft projects.

(Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5)

- Read books aloud.
- Make books.
- Make a menu.

Do partner/small group activities/skits- Practice: ordering from a menu, visiting the doctor's office, utilizing transportation...

Watch and discuss videos and DVD's.

Incorporate vocabulary words from various content areas into lessons.

(Social Studies 6.1,6.2 ,6.3, Health 2.1...)

For NM.A.3, B.5, C.5 (See Skills above.)

(Visual and Performing Arts, 1.3)

Create arts and crafts (make sárapes...).

Listen to music.

Dance.

Make posters of realia.

Practice cultural gestures (“ojo”/watch out, “mucho gusto”/shake hands, “ven acá”/come here...).

Have a fiesta with appropriate food and dress.

Create a placemat of foods labeled in Spanish.

Play cultural games (musical chairs...).(Health/PE 2.5)

Sample and label cultural foods.

For NM.A.2 (See Skills above.)

Children respond to teacher's commands, directions, and requests (Ex. Follow commands to move around the class, make a craft, get around the school/town, follow a recipe.....).

For NM.B.1 (See Skills above.) (Technology 8.1)

Design a digital greeting card in Spanish for a friend or family member.

View a Spanish comic strip online. Students read and translate it, then write their own appropriate sentences in the conversation bubbles.

Use Map Quest, Weather Channel or other web resources to research Spanish-speaking countries.

For NM.B.3 (See Skills above.)

Practice cultural gestures (“ojo”/watch out, “mucho gusto”/shake hands, “ven acá”/come here...).

<p>Suggested Activities</p>	<p><u>For NM.B.4 (See Skills above.)</u> Play “Me gusta/No me gusta” with food items; chart students’ responses. Ask and respond to simple questions during morning routine.</p> <p><u>For NM.C.1 (See Skills above.) (Technology 8.1)</u> Create a PowerPoint cultural slideshow using words, pictures, and/or sounds. Create a cultural web using <i>Inspiration</i> or <i>Mind-mapping</i> software.</p> <p><u>For NM.C.2 (See Skills above.)</u> Sing songs; dance. (<i>Visual and Perf. Arts 1.3</i>) Create a skit based upon a Spanish folktale. (<i>Vis. & Perf. Arts 1.3</i>) Use TPR (total physical response) Play “Charades.” Imitate teacher’s actions and repeat words/phrases. Repeat tongue twisters.</p> <p><u>For NM.C.3 (See Skills above.)</u> Model teacher’s writing examples from board and/or worksheet. Do simple crossword puzzles and word searches. Design a greeting card in Spanish for a friend or family member.</p> <p><u>For NM. C.4 (See Skills above.)</u> (<i>Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5</i>) Draw a picture and write a caption. Present work orally. Learn how to use a Spanish/English dictionary. Research and present a favorite sport. (<i>Health/PE 2.5</i>) Identify realia. Play “I Spy.” Pack a suitcase appropriate for a particular destination (weather/clothing). Compare and contrast an American sport with a sport from a Spanish-speaking Country. (<i>Health/PE 2.5, Social Studies 6.2</i>)</p>	
<p>Assessments/ Performance Indicators</p>	<p>Tests Quizzes Teacher observation Projects/rubrics</p>	<p>Oral assessments Written assessments Question/answer Class discussion</p>

<p>Benchmark Assessment</p>	<p>By the end of Grade 6, students will demonstrate proficiency in Spanish culture by attaining a passing grade on the Cumulative 6th Grade Benchmark Assessment (See pages 24-32.).</p>
<p>Resources/ Materials</p>	<p>Puzzlemaker.com Quia.com Studyspanish.com Weatherchannel.com Textbooks Workbooks Posters CD's, Videos, DVD's Games Flashcards Clothing Realia</p> <p><u>Books</u></p> <p><i>Adelita</i> – Tomie dePaola <i>Celebrating Cinco de Mayo</i> – Sandi Hill <i>Day of the Dead</i> – Tony Johnston and Jeanette Winter <i>El Día de los Muertos</i> – Mary Dodson Wade <i>La Tortillería</i> – Gary Paulson <i>Mi abuelita</i> – Cecilia Avalos <i>Mice and Beans</i> - Pam Munoz Ryan <i>Navidad Latinoamericana</i> – Charito Calvachi Wakefield <i>The Night of the Posadas</i> – Tomi dePaola <i>Nine Days to Christmas: A Story of Mexico</i> – Marie Hall Ets and Aurora Labastida <i>On the Pampas</i> – Maria Cristina Brusca <i>Pablo Remembers</i> – George Ancona <i>The Piñata Maker</i> – George Ancona <i>The Spirit of Tío Fernando</i> – Janice Levy</p>

6th Grade Cumulative Benchmark Assessment

Name _____

Final Score _____

CULTURE

_____ (10) A - Countries

_____ (1) B - Holidays

VOCABULARY

_____ (10) A - Food

_____ (10) B - Adjectives

_____ (10) C - Body parts

_____ (9) D - Paragraph

GRAMMAR

_____ (10) A - "The"

_____ (5) B - Question words

_____ (10) C - Create a sentence

_____ (15) D - Verb matching

_____ (10) E - "Estar"

CULTURE – Part A (10 points) _____

Circle 10 Spanish-speaking countries from the list below.

Mexico

Bolivia

United Kingdom

Spain

Canada

Cuba

Argentina

Colombia

Ecuador

Paraguay

China

Uruguay

Peru

Portugal

New Zealand

Egypt

Tanzania

Greece

Chile

Italy

Venezuela

Dominican Republic

CULTURE – Part B (1 point) _____

Choose the correct answer by writing the letter on the line.

_____ Which of the following holidays is most like Halloween?

A. La Navidad

B. Día de los Muertos

C. El Cinco de Mayo

D. Año Nuevo

VOCABULARY – Part A (10 points) _____

Match the Spanish foods in Column A with their English names in Column B by writing the correct letter on the line.

<u>Column A</u>	<u>Column B</u>
_____ el plátano	A. rice
_____ la fruta	B. milk
_____ el queso	C. egg
_____ la leche	D. banana
_____ la papa	E. potato
_____ la naranja	F. orange
_____ el pollo	G. bread
_____ el pan	H. fruit
_____ el huevo	I. cheese
_____ el arroz	J. chicken

VOCABULARY – Part B (10 points) _____

Write a description of a friend using an adjective in Spanish. You may use words from the list below to help you. Make sure the adjective agrees with the noun.

tall short thin fat pretty
ugly blonde brunette fantastic handsome

Mi **amigo** es _____.

Mi **amiga** es _____.

Mi **amigo** es _____.

Mi **amiga** es _____.

Mi **amigo** es _____.

VOCABULARY – Part C (10 points) _____

Label the body parts in Spanish by writing the correct number on the line.

- | | | | | |
|----------------|--------------|---------------|-----------------|--------------|
| 1 - la rodilla | 2 - el brazo | 3 - la oreja | 4 - la boca | 5 - los ojos |
| 6 - el codo | 7 - el dedo | 8 - el hombro | 9 - el estómago | 10 - el pie |



VOCABULARY – Part D (9 points) _____

Read the following paragraph and fill in the blanks with the Spanish form of the word in parentheses.

Pablo is a (STUDENT)_____ at the San Juan Elementary

School. His home is five miles from the school, so he has to ride the

(BUS)_____ to get there. There are thirty students in

his (CLASS)_____. Since he loves

(TO SPEAK)_____, (SPANISH) _____

is his favorite subject. His least favorite subject is (MUSIC)_____

because he does not like (TO SING)_____.

During recess, Pablo and his friends like (TO PLAY)_____

(NAME ANY SPORT)_____.

GRAMMAR – Part A (10 points) _____

Fill in the blank with the Spanish word for “the.”

Choose “El” or “La.”

_____ mesa

_____ libro

_____ motocicleta

_____ barco

_____ regla

Choose “Los” or “Las.”

_____ perros

_____ sillas

_____ primos

_____ hermanos

_____ tortillas

GRAMMAR – Part B (5 points) _____

Complete the following questions by writing the appropriate question word in the blank.

Quién

Cómo

Dónde

Cuándo

Qué

¿_____ está Waldo? Waldo está en la escuela.

¿_____ vas al cine? Voy al cine el miércoles.

¿_____ estás? Estoy muy bien, gracias.

¿_____ es su profesora? Mi profesora es Señora Gómez.

¿_____ hora es? Son las tres y cuarto.

GRAMMAR – Part C (10 points) _____

Write 5 sentences using words from each group.

Group 1	Group 2
pintas	la computadora.
estudiamos	en la clase de arte.
mira	mucho.
canto	la televisión.
usa	en la escuela.

1. Michael _____

2. Yo _____

3. Usted _____

4. Tú _____

5. Nosotros _____

GRAMMAR – Part D (15 points) _____

Match the Spanish verbs from Column A with the English translation from Column B by writing the correct letter on the line.

<u>Column A</u>	<u>Column B</u>
_____ buscar	A. to look
_____ mirar	B. to speak
_____ comprar	C. to run
_____ hablar	D. to want
_____ trabajar	E. to like
_____ cantar	F. to play
_____ leer	G. to drink
_____ comer	H. to search
_____ beber	I. to sing
_____ jugar	J. to work
_____ correr	K. to read
_____ subir	L. to eat
_____ empezar	M. to buy
_____ gustar	N. to begin
_____ querer	O. to go up

GRAMMAR – Part E (10 points) _____

Fill in the blank with the correct version of the verb “estar.” Use words from the list below.

estar

estoy estamos

estás -----

está -----

Yo _____ feliz.

María _____ muy cansada.

Nosotros _____ tarde.

Tú _____ enojado.

Yo _____ enfermo.

Ud. _____ asustado.

José, Juan, y yo _____ listos para salir.

Tú _____ nervioso.

Ud. _____ serio hoy.

Él _____ triste.

OVERVIEW OF THE 2009 NJCCCS

VISUAL AND PERFORMING ARTS

- 1.1 The Creative Process
- 1.2 History of the Arts and Culture
- 1.3 Performance
- 1.4 Aesthetic Responses and Critique Methodologies

HEALTH AND PHYSICAL EDUCATION

- 2.1 Wellness
- 2.2 Integrated Skills
- 2.3 Drugs and Medicine
- 2.4 Human Relationships and Sexuality
- 2.5 Motor Skill Development
- 2.6 Fitness

LANGUAGE ARTS LITERACY (2004 Standards)

- 3.1 Reading
- 3.2 Writing
- 3.3 Speaking
- 3.4 Listening
- 3.5 Viewing and Media Literacy

MATHEMATICS (2004 Standards)

- 4.1 Number and Numerical Operations
- 4.2 Geometry and Measurement
- 4.3 Patterns and Algebra
- 4.4 Data Analysis
- 4.5 Mathematical Processes

SCIENCE

- 5.1 Science Practices
- 5.2 Physical Science
- 5.3 Life Science
- 5.4 Earth Systems Science

SOCIAL STUDIES

- 6.1 US History: America in the World
- 6.2 World History/Global Studies (Grades 5-12 only)
- 6.3 Active Citizenship in the 21st Century

WORLD LANGUAGES

- 7.1 World Languages

TECHNOLOGY

- 8.1 Educational Technology
- 8.2 Technology Education, Engineering, and Design

21ST CENTURY LIFE AND CAREERS

- 9.1 21st Century Life and Career Skills
- 9.2 Personal Financial Literacy
- 9.3 Career Awareness, Exploration, and Preparation
- 9.4 Career and Technology Education