

TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish Cycle 6

Curriculum Guide

Curriculum Guide Re Approved December 2018



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Spanish Cycle 6

Curriculum Committee Members

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Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

This is a six week introductory Spanish course designed to give each student exposure to the Spanish language and culture.

Recommended Textbooks

**Exploring Spanish
Third Edition**

EMC Publishing

Course Proficiencies

Students will be able to...

...understand the widespread influence of the Spanish language and culture.

...develop positive attitudes toward and appreciation of the Spanish speaking people, their language and culture, through the use of the learning materials provided.

...pronounce, with fair degree of accuracy in pronunciation and intonation, the subject matter being taught and use this subject matter accurately.

...accurately copy into an organized notebook, vocabulary and phrases supplied by the teacher and reproduce most of this material on short quizzes, dialogues, dictations and projects.

...create and respond to simple phrases, questions and sentences frequently used in the classroom and respond accordingly, including: greetings, expressions of courtesy and the date.

... count to 1000/identify math symbols in Spanish, identify food, drinks and typical meals from Latin America/Spain, describe family, identify professions, recognize Spanish Music Artists and cultural dances from different Spanish speaking countries.

Curriculum Units

Unit 1: Spanish Speaking World/Greetings/Expressions of courtesy

Unit 2: Numbers up to 1000/Math

Unit 3: Food/Beverages

Unit 4: Professions

Unit 5: Family

Unit 6: Music

Pacing Guide- Course

Content

Number of Days

Unit 1: Spanish Speaking World/Greetings/Courtesy

5 days

Unit 2: Numbers to 1000/Currency

5 days

Unit 3: Food/Beverages

5 days

Unit 4: Professions

5 days

Unit 5: Family

5 days

Unit 6: Music

5 days

Unit 1: Spanish Speaking World/Greetings/Expressions of Courtesy

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		Discuss the influence of the	<ul style="list-style-type: none">• Class work

<ul style="list-style-type: none"> • What is the value of learning Spanish? • What are cognates? • How do we greet each other differently than Spanish speakers? • How do I say my name in Spanish? • How do we greet and bid farewell in the US and abroad? • What information might you give at an introduction? • Do we show courtesy in U.S/ abroad? 	<p>Identify the benefits of studying another language and culture.</p> <p>Talk about new vocabulary through the recognition of cognates.</p> <p>Introduce yourself and say how you are and where you are from.</p> <p>Use formal and informal greetings.</p> <p>Greet people according to the time of day.</p> <p>Tell your age, phone number and the date.</p> <p>Use courtesy expressions.</p>	<p>Spanish language and culture.</p> <p>Identify cognates.</p> <p>Provide and obtain information about yourself and others.</p> <p>Using both last names, answer “What is your name?” in Spanish</p> <p>Exchange names and present basic introductions.</p> <p>Create a conversation asking and exchanging basic personal information.</p>	<ul style="list-style-type: none"> • Homework • Dialogue (Quiz) • Participation • Dialogues/Role plays • Listening comp. • Dictation • Video Clips • Questioning • Group Work
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Unit 2: Numbers to 1000/Currency

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • How are numbers in Spanish different from those in English? 	<p>Use numbers to count to 1000 and give telephone numbers.</p>	<p>Ask for and give telephone numbers in Spanish.</p>	<ul style="list-style-type: none"> • Class work • Homework

<ul style="list-style-type: none"> • How do you write the date in Spanish? • How can I do basic arithmetic in Spanish? • Are there two different ways to say equals in Spanish? • Are there different currencies in Spanish speaking countries? 	<p>Solve basic arithmetic/algebraic expressions using numbers.</p> <p>Use numbers to give dates.</p> <p>Identify the different currencies used in the Spanish speaking world.</p>	<p>Drill/Practice with algebraic expressions.</p> <p>Say your birthday using the correct date format in Spanish.</p> <p>Call and Response</p> <p>Jeopardy</p> <p>Crossword puzzles/word searches</p>	<ul style="list-style-type: none"> • Quiz Numbers • Participation • Dialogues/Role plays • Listening comp. • Dictation • Oral presentations • Performance based assessments
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Unit 3: Food/Beverages

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • What are the different eating customs in the U.S and Spanish 	Describe meals and talk about foods.	Compare and contrast eating customs in Spanish speaking countries.	Class work Homework

<p>speaking countries?</p> <ul style="list-style-type: none"> • What is a siesta? • What are the Hispanic/Spanish cuisines that revolutionized the diets around the world? • What is a healthy diet? 	<p>Express likes, preferences or opinions with regards to food.</p> <p>Indicate hunger or thirst. Describe meals using specific ingredients.</p> <p>Conclude which foods are good or bad for your health.</p>	<p>Complete text and workbook exercises as vocabulary review.</p> <p>Create a food pyramid in Spanish. Construct flash cards to review vocabulary.</p> <p>Create a food menu in target language.</p>	<p>Quiz</p> <p>Participation</p> <p>Performance based Assessments</p> <p>Oral presentations</p>
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Unit 4: Professions

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • Why do we say 	<p>Construct flash cards to</p>	<p>Interactive Smartboard games.</p>	<ul style="list-style-type: none"> • Class work

<p>cocinero and cocinera?</p> <ul style="list-style-type: none"> • Which profession involves wires? • Which profession involves painting, dancing, acting, and singing? • Which profession involves agriculture? • Which profession involves vegetables, meat, chicken, fish and grains? 	<p>review vocabulary.</p> <p>Describe future profession of choice?</p> <p>Identify the difference between feminine/masculine names for professions.</p> <p>Identify popular professions in today's society.</p> <p>Identify skills needed for each profession.</p>	<p>Game of charades.</p> <p>Create dialogues.</p> <p>Interactive review game.</p> <p>Videos.</p>	<ul style="list-style-type: none"> • Homework • Quiz • Participation • Performance based Assessments • Oral presentations
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Unit 5:

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"> • When Hispanics get married, do they 	<p>Discuss the change of names in</p>	<p>Create a marriage certificate for your imaginary wedding to a</p>	<ul style="list-style-type: none"> • Class work • Homework

<p>change their names?</p> <ul style="list-style-type: none"> • How old are you? • How are your different family members related to you? • How are family names constructed? • What is the difference between immediate and extended family? 	<p>Spanish speaking countries.</p> <p>Tell ones age, name and relationship.</p> <p>Identify and describe various family members or pets.</p> <p>Create a family tree.</p> <p>Create a survey of five questions about classmates' families.</p>	<p>celebrity.</p> <p>Text and workbook exercises.</p> <p>Ask/answer vocabulary related questions.</p> <p>Create a family tree of your family or a television family using relationship, and ages.</p> <p>Construct a dialogue using all vocabulary learned thus far.</p>	<ul style="list-style-type: none"> • Quiz • Participation • Dialogues/Role plays • Listening comp. • Oral presentations • Test • Project
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Unit 6: Music

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are different types of Spanish music?	Identify the different styles of Spanish music.	Videos/Audio clips of music types and dances.	<ul style="list-style-type: none"> • Class work • Homework

<p>What are different types of Spanish dances?</p> <p>What Cuban artist is known as the Queen of Salsa?</p> <p>What country did the Tango originate from?</p> <p>Which types of Spanish music have an African influence in their rhythm?</p> <p>Which type of folkloric music from Spain involves the bagpipes?</p>	<p>Identify famous musicians both past and present.</p> <p>Identify the origin of music/dances within the Spanish culture.</p> <p>Identify different types of folkloric music from Spanish speaking countries.</p> <p>Identify famous songs in Spanish history.</p>	<p>Interactive smartboard activities.</p> <p>Salsa/Bachata dance lesson</p> <p>Construct Flashcards for vocabulary.</p>	<ul style="list-style-type: none"> • Quiz • Participation • Performance based Assessments • Oral presentations
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New Jersey Core Curriculum Content Standards
Academic Area

[http://www.state.nj.us/education/cccs/2004/s3 lal.pdf](http://www.state.nj.us/education/cccs/2004/s3%20lal.pdf)

7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own and participate in home and global communities

New Jersey Scoring Rubric

 <small>Powered by</small> Spanish Dialogue Enter rubric description				
	5 (N/A)	4 (N/A)	3 (N/A)	2 (N/A)

	5	4	3	2
Spelling and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-2 spelling, punctuation, or grammar errors.	There are 3-4 spelling, punctuation, or grammar errors.	There are more than 4 spelling, punctuation, or grammar errors.
Creativity	Contains many creative details that add to the audience's enjoyment and show the effort of the authors. Background information is clearly related to the conversation.	Contains several creative details that add to the reader's enjoyment and show the effort of the author. Background is related to the conversation.	Contains a few creative details or details that do little to support the dialogue. Background not clearly related to the conversation.	Contains little or no creativity or detail. Little effort is shown by the author. Background not related to the conversation.
Presentation/Memorization	Dialogue is well organized and flows like a natural conversation. Background is clearly related to the conversation.	Dialogue is fairly well organized and mostly flows like a natural conversation.	Dialogue is slightly confusing and somewhat flows like a natural conversation.	Dialogue is hard to follow and doesn't flow like a natural conversation.
Pronunciation/Expression	No pronunciation errors are noted. Conversation is recited with appropriate expression.	There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression.	There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression.	There are 5 or more pronunciation errors. Appropriate expression not used.

Student Name: _____
Collage

Making A Poster :

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content - Accuracy	At least 15 accurate facts are displayed on the poster.	12-14 accurate facts are displayed on the poster.	10-11 accurate facts are displayed on the poster.	Less than 10 accurate facts are displayed on the poster.
Attention to theme	All of the illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	12-14 illustrations give a reasonable explanation of how every item in the collage is related to the assigned theme.	10-12 illustrations give a fairly reasonable explanation of how the items in the collage are related to the assigned theme.	Less than 10 illustrations relate to the theme.
Title	Titles and text were written clearly and were easy to read from a distance. Creativity is displayed.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.