

TOWNSHIP OF UNION PUBLIC SCHOOLS



Spanish Cycle 7

Curriculum Guide

Curriculum Guide Re Approved December 2018



Board Members

Vito Nufrio, President

David Arminio, Vice President

Steven Le

Guy Francis

Ronald McDowell

Jeff Monge

Angel Salcedo

Nancy Zuena



TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

SuperintendentMr. Gregory Tatum

Assistant SuperintendentDr. Noreen Lishak

Assistant Superintendent.....Ms. Ann Moses

Director of Student Information/TechnologyMs. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

DEPARTMENT SUPERVISORS

All Academic Areas K-2 Ms. Maureen Corbett

Language Arts/Social Studies 3-5 Mr. Robert Ghiretti

Mathematics/Science 3-5Ms. Theresa Matthews

Guidance K-12/SACMs. Nicole Ahern

Language Arts.....Ms. Randi Moran

Math 8-12.....Mr. Jeremy Cohen

Science 6-12.....Ms. Maureen Guilfoyle

Social Studies/Business.....Ms. Libby Galante

Gifted & Talented / Computer Technology K-8.....Ms. Ann Hart

World Language/ESL/Career Education.....Ms. Yvonne Lorenzo

Art/MusicMr. Ronald Rago

Spanish Cycle 7

**Susana Alvarez
Helen Soto**

Table of Contents

Title Page

Board Members

Administration

Department Supervisors

Curriculum Committee

Table of Content

District Mission/Philosophy Statement

District Goals

Course Description

Recommended Texts

Course Proficiencies

Curriculum Units

Appendix: New Jersey Core Curriculum Content Standards

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.

... describe yourself and others, tell what you like and don't like to do, identify the parts of the body, calendar vocabulary (months, days, seasons), identify weather expressions, tell what clothing you would use depending on weather forecast.

Curriculum Units

Unit 1: Describing yourself and others
(Adjectives)

Unit 2: Talk about activities
(Infinitives)

Unit 3: Body Parts

Unit 4: Calendar

Unit 5: Weather

Unit 6: Clothing

Pacing Guide- Course

Content**Number of Days****Unit 1:** Describe yourself and others.

5

Unit 2: Talk about leisurely activities (infinitives)

5

Unit 3: Parts of the body.

5

Unit 4: Calendar (numbers, months, seasons)

5

Unit 5: Weather

5

Unit 6: Clothing

5

Unit 1: Descriptive Adjectives

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> •What are you like? •What characteristics best describe you? •Are there specific qualities that the ideal teacher, student, or parent should have? •Why are there masculine and feminine adjective forms in Spanish? •What is the difference between adjectives in Spanish and English? •Do parts of speech in Spanish have to “agree”? | <p>Say what you or someone else is like.</p> <p>Ask someone what he or she is like.</p> <p>Describe yourself to others.</p> <p>Compare/Contrast adjectives in English and Spanish.</p> <p>Talk about the “agreement” of grammar in Spanish.</p> <p>Explain the masculine and feminine forms of adjectives in Spanish.</p> | <p>Discuss the grammar rules for adjectives in Spanish paying close attention to agreement and masculine and feminine forms.</p> <p>Point out which of the adjectives found are cognates.</p> <p>Ask/answer What are you like?</p> <p>Using previous vocabulary, create sentences telling what you are like and what you like to do as a result.</p> <p>Create a collage showing what you are like and what you are not like.</p> | <ul style="list-style-type: none"> •Class work •Homework •Quiz •Participation •Portfolio assessments •Dialogues/Role plays •Listening comp. •Dictation •Video clips •Performance based assessments •Oral presentations |

| | | | |
|---------------------|--------------------------------------------------------------|------------|-------------|
| | | | |
| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Unit 2: Infinitives (likes and dislikes)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • What are my favorite hobbies? • Do we perform different activities based on the weather or season? • Do my friends share my likes and dislikes? • How are infinitives in Spanish different from those in English? • How can I tell if the verb is in the infinitive form? | <p>Talk about activities.</p> <p>Say what you like and do not like to do.</p> <p>Ask someone what he or she likes and doesn't like to do.</p> <p>Ask if a statement is accurate using expression ¿verdad?</p> | <p>Ask/answer What do you like to do? in target language.</p> <p>Watch video clip on infinitives.</p> <p>Conduct a class survey of activity preferences and make a graph, chart or table presenting the findings.</p> <p>Create a collage expressing your likes and dislikes.</p> <p>Present a dialogue to the class using the infinitives.</p> | <ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Dialogues/Role plays • Listening comp. • Video clips • Oral presentations • Projects |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---------------------|--------------------------------------------------------------|------------|-------------|
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Unit 3: Parts of the Body

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What are the definite and indefinite articles? How are they similar/different than those in the English language?</p> <p>Do the articles have to agree with the noun they are describing?</p> <p>What are the parts of the body?</p> <p>How can I say how I am feeling?</p> <p>How can I ask about someone's well-being?</p> | <p>Compare/contrast the definite and indefinite articles. Discuss the masculine and feminine forms.</p> <p>Understand article-noun agreement.</p> <p>Identify the parts of the body in Spanish.</p> <p>Tell how you are feeling.</p> <p>Inquire about another's health and well-being.</p> | <p>Take notes on definite and indefinite articles.</p> <p>Discuss the agreement of articles and nouns.</p> <p>List/Define the parts of the body and face.</p> <p>Create a model of a body and label accurately in Spanish.</p> <p>Complete text and workbook exercises.</p> <p>Sing "Cabeza, Hombros, Piernas, pies...."</p> <p>Play Simon Dice....</p> <p>Play Body Parts Bingo.</p> | <p>Class work</p> <p>Homework</p> <p>Quizzes</p> <p>Participation</p> <p>Dialogues/Role plays</p> <p>Listening comp.</p> <p>Dictation</p> <p>Oral presentations</p> <p>Portfolio assessments</p> <p>Video clips</p> <p>Games/Songs</p> <p>Performance based assessments</p> |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---------------------|--------------------------------------------------------------|------------|-------------|
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Unit 4: Calendar (numbers, days, and months)

| 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? • How do you make international phone calls? • What are the capitalization rules in Spanish? • What is the origin of the months and days? • How are calendars different in English and Spanish? | <p>Use numbers to count and give telephone numbers.</p> <p>Make a telephone call to a Spanish speaking country using international country codes.</p> <p>Utilize the capitalization rules when using the Spanish calendar.</p> <p>Create a Spanish planner following the capitalization and weekday rules.</p> <p>Use numbers to give dates.</p> | <p>Ask for and give telephone numbers in Spanish.</p> <p>Discuss the capitalization rules for months and days in Spanish.</p> <p>Produce a Spanish homework planner for one month using the numbers, months, days and holidays.</p> <p>Tell the origin of the months and days.</p> <p>Ask/answer calendar related questions.</p> <p>Say your birthday using the correct date format in Spanish.</p> | <ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Essential Questions | Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i> | Activities | Assessments |
|---------------------|---------------------------------------------------------------------|------------|-------------|
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Unit 5: Weather

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • What are the units of measurement? • How is temperature given in Spanish speaking countries? • How do you ask for the weather in Spanish speaking countries? • How does climate change from country to country? | <p>Interpret and present seasons and weather conditions.</p> <p>Describe the seasons in the northern/southern hemispheres.</p> <p>Convert temperatures from Fahrenheit to Celsius.</p> <p>Use weather expressions to tell a weather forecast.</p> | <p>Compare the metric and US units of measurement.</p> <p>Convert different units of measurement to those used in Spanish speaking countries.</p> <p>Use Celsius temperature scale to talk about weather.</p> <p>Convert the temperatures in some Spanish speaking countries from Celsius to Fahrenheit.</p> <p>Create a 5 day forecast for a Spanish-speaking country.</p> | <ul style="list-style-type: none"> • Class work • Homework • Quiz • Participation • Portfolio assessments • Dialogues/Role plays • Listening comp. • Dictation • Video clips • Performance based assessments • Oral presentations |

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---------------------|--------------------------------------------------------------|------------|-------------|
| | | | |
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Unit 6: Clothes

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Where do you shop for clothes abroad?</p> <p>What is my favorite outfit and what color is it?</p> <p>How much do clothing items cost?</p> <p>Where do I shop for my clothes and other items?</p> | <p>Predict where people in different places shop for things.</p> <p>Describe outfits by using color, price and fit.</p> <p>Review the colors.</p> <p>Tell where items can be purchased and give an opinion.</p> | <p>Make a list of where Americans and foreigners shop for different items.</p> <p>Using clothing catalogues, present pictures naming the item of clothing, its price and color.</p> <p>Tell if you like/dislike the clothing items, if you don't like it at all or which you would prefer.</p> <p>Have students wear nice clothing and have a fashion show in class with an MC.</p> <p>Create a clothing brochure using some of the vocabulary learned thus far.</p> | <p>Class work</p> <p>Homework</p> <p>Quiz</p> <p>Participation</p> <p>Portfolio assessments</p> <p>Dialogues/Role plays</p> <p>Listening comp.</p> <p>Dictation</p> <p>Video clips</p> <p>Performance based assessments</p> <p>Oral presentations</p> |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---------------------|--------------------------------------------------------------|------------|-------------|
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

New Jersey Core Curriculum Content Standards
Academic Area

New Jersey Scoring Rubric