

TOWNSHIP OF UNION PUBLIC SCHOOLS



Elementary Spanish Grades K-1

Curriculum Guide

Curriculum Guide Re Approved December 2018



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Elementary Spanish ***Grades K-1***

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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

Students will be exposed to this Hispanic culture through an understanding of Spanish vocabulary. Spanish instruction at the elementary school level provides students with an exposure to thematically organized vocabulary, simple grammar structures, and cultural elements that serve as the foundation for more rigorous formal instruction at the middle and high school levels. Spanish lessons at the elementary school level are designed to afford students an opportunity to acquire confidence in speaking and writing simple Spanish words and phrases, and recognizing these words and phrases when they are spoken. Some lessons develop students' language skills in a recursive manner, as they provide cumulative reinforcement of previously introduced material.

Designated units are identified for each grade level to permit the spiraling and reinforcement of skills leading to proficiency. By the end of Grade 5, students will have acquired a basic set of thematically-based vocabulary and idioms to discuss basic daily events, ask and respond to simple questions, greet people, identify school-based locations, and understand calendar and number words. The curriculum aims to engage students in authentic communication while developing their appreciation of a different cultural medium. Instruction reinforces language concepts in creative and dynamic ways that support ongoing language acquisition and a respect for diverse cultural practices by using various audio and visual materials. Students develop basic writing skills through workbook exercises and simple note taking that strengthen their ability to synthesize language and apply it in new contexts. Spanish instruction is aligned with the New Jersey World Languages Core Curriculum Content Standards.

Recommended Textbooks

Muzzy, The BBC Language Course for children

www.early-advantage.com

Course Proficiencies

Students will be able to...

- Greet people according to the different times of the day.
- State his/her name in Spanish.
- Ask and respond to the questions.
- Count from 1 to 20.
- Identify numbers 0-20 out of sequence.
- Show understanding of new vocabulary by responding to commands.
- Review classroom vocabulary in combination with numbers and colors.
- Relate spoken numbers to corresponding numbers of objects.
- Verbally identify and name the parts of the body in Spanish.
- Follow commands involving the body parts.
- Identify the basic vocabulary associated with the family.
- Create a family picture and verbally identify three family members
- Answer the question “¿Quién es?” with "Es...."
- Recall the names of the following colors: red, blue, yellow, and green in Spanish.
- Follow commands involving the colors.
- Express likes and dislikes regarding fruit.

Curriculum Units

Unit 1: Greetings

Unit 2: Numbers 1-20

Unit 3: Colors

Unit 4: Body Parts

Unit 5: Family

Unit 6: Food

Pacing Guide- Course

Content

Number of Days

Unit 1: Greetings

6

Unit 2: Numbers 1-20

6

Unit 3: Colors

6

Unit 4: Body Parts

6

Unit 5: La Familia

6

Unit 6: Fruits

6

Unit 1: Greetings

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<ul style="list-style-type: none"> - How does one ask and answer questions in Spanish and provide information in the target language? - How does one respond to: “What’s your name?” (“¿Como te llamas?”), and “How are you?” (“¿Cómo estás?”). - How can we greet people? - Can I give the same greeting for the whole day? - Can I use the same greeting for everybody? 	<p>SWBAT:</p> <ul style="list-style-type: none"> - Greet each other in Spanish. (- Hola - Buenos días - ¿Cómo estás? - Bien gracias - Adiós) - State their name in Spanish. - Respond to the greetings Buenos días (good morning) and ¿Cómo estás tú? - Sing along with the song “Buenos días a tí” (Good Morning to You”). - Ask and respond to the question: ¿Cómo te llamas? (What’s your name?) - Sing along with “Buenas tardes a tí” (Good Afternoon to You”) 	<ul style="list-style-type: none"> - Smartboard Applications, - Group activities - Paired activities - Muzzy activities, - “Hola” Means Hello song - Daily Practice—while passing out supplies, say “please”, “thank you”, and “you’re welcome” in Spanish. - Picture book: Say Hola to Spanish by Susan Middleton Elya - Match Illustration to Polite Phrase - Practice partnered dialogs 	<ul style="list-style-type: none"> - Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs - Teacher observation

Unit 2: Numbers 1 - 20

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<ul style="list-style-type: none"> - How does one respond to: “How old are you?” (“¿Cuántos años tienes?”) - How do I count to twenty in Spanish? 	<p>SWBAT:</p> <ul style="list-style-type: none"> - Count from 0 to 20 - Identify numbers 0-20 out of sequence - Answer the question “How old are you?” 	<ul style="list-style-type: none"> - Smartboard applications, - Group Activities, - Paired activities, - Muzzy Activities - Cuenta con Clifford storybook. - Use Number Poster to introduce numbers 1 through 10. - Count numbers 1-10 by tossing beanbags into a basket. - YouTube Video—Sing, Laugh, Dance, and Eat Tacos: Numbers - Roll dice and count dots in Spanish - Read Three Friends/Tres Amigos by Maria Cristina Brusca and Tona Wilson - Spanish Number Bingo 	<ul style="list-style-type: none"> - Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs -Teacher observation

Unit 3: Colors

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>- How does one respond to: “What’s your favorite color?” (“¿Cuál es tu color favorito?”)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Identify colors in Spanish. <ul style="list-style-type: none"> (- Red (rojo) - Blue (azul) - Yellow (Amarillo) - Green (verde) - White (blanco) - Black (negro)) - Express their favorite color in Spanish. - Point to objects in the classroom of particular colors. - Verbally identify objects of certain colors. 	<ul style="list-style-type: none"> - Smartboard applications, - Group Activities, - Paired activities, - Muzzy Activities - YouTube Video—Sing, Laugh, Dance, and Eat Tacos: Colors - Examine crayons to find color names in Spanish - Read What Color/¿Qué Color? by Alan Benjamin - Find things in the classroom and label by colors - “Find the Color” game 	<ul style="list-style-type: none"> - Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs -Teacher observation

Unit 4: Body Parts

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>- How does one respond to: “Where is your head, shoulders, knees and toes?” (“¿Dónde está tu cabeza, hombros, rodillas y dedos?”)</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> - Identify basic body parts <ul style="list-style-type: none"> (- Head (cabeza) - Shoulders (hombros) - Knees (Rodillas) - Feet (pies) - Toes (dedos)) - Identify parts of the face. - Answer the question “Where is your head/shoulder/knees/ Toes?” -Verbally identify and name the parts of the body in Spanish. - Follow commands involving the body parts. 	<ul style="list-style-type: none"> - Smartboard applications, - Group Activities, - Paired activities, - Muzzy Activities, - YouTube Video—Spanish Sesame Street Body Part Song - “Simon Says” using body parts in Spanish - “Head, Shoulders, Knees and Toes” - Body Parts Bingo 	<ul style="list-style-type: none"> - Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs -Teacher observation

Unit 5: Family

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<ul style="list-style-type: none"> - How does one respond to “Do you have brothers or sisters?” (“¿Tienes hermanos?”) - What is a family? - Who are the members of a family? 	<p>SWBAT:</p> <ul style="list-style-type: none"> - Identify immediate family members and pets <ul style="list-style-type: none"> (- Father (papá) - Mother (mamá) - Brother (hermano) - Sister (hermana) - Baby (bebé)) - Answer the question “Do you have brothers or sisters?” 	<ul style="list-style-type: none"> - Smartboard applications, - Group Activities, - Paired activities, - Muzzy Activities - Family Memory game - Sing Laugh and Eat Tacos Family Grande song. - Verbally identify members of a family photograph - Make a family tree 	<ul style="list-style-type: none"> - Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs -Teacher observation

Unit 6: Fruits

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>- How does one respond to “Do you like...?” (“¿Te gusta...?”)</p>	<p>SWBAT: - Express likes and dislikes regarding fruit. (-Apple (manzana) -Pear (pera) - peach (Durazno) - grapes (uvas))</p>	<p>- Smartboard applications, - Group Activities, - Paired activities, - Muzzy Activities - La Oruga Muy Hambrienta book. - Food Flash Cards - Find the Food Game -YouTube video: Classic Sesame Street Film – Spanish Market song</p>	<p>- Oral repetition - Oral response to questions - Asking questions - Worksheets - Formative assessments - Listening comprehension activities - Dialogs in pairs - Teacher observation</p>

New Jersey Core Curriculum Content Standards
Academic Area

- 7.1.NM.A.4** Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.B.1** Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.
- 7.1.NM.B.3** Imitate appropriate gestures and intonation of the target culture(s)/language during greetings.
- 7.1.NM.B.4** Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.C.1** Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted to be shared virtually with a target language audience.
Skim and scan target language authentic materials to identify classroom items and furniture and their location.
- 7.1.NM.A.4** Use physical movement, props or drawings to demonstrate understanding of target language directions related to location of classroom items and furniture
- 7.1.NM.A.2** Ask and respond to memorized questions about classroom items and furniture and their location within the classroom.
- 7.1.NM.B.5** Use appropriate gestures and imitate appropriate intonation for asking different types of questions in the target language (If appropriate in the target language) about animals and their habitats.

New Jersey Scoring Rubric

Expectations	3	2	1
Classroom preparation	Completes assignments on time and is prepared.	<ul style="list-style-type: none"> - Assignments sometimes completed on time. - Sometimes prepared. 	<ul style="list-style-type: none"> - Often have late, incomplete assignments. - Often unprepared.
Classroom Involvement	<ul style="list-style-type: none"> - Makes appropriate contributions. - Listens attentively to others. - Alert on task. 	<ul style="list-style-type: none"> - At times contributes. - Listen to others most of the times - Needs reminder to use time productively. 	Seldom contributes or listens to others.
Use of Spanish	<ul style="list-style-type: none"> - Strives to use Spanish in the room as much as proficiency allows. - Tries to apply new concepts while speaking. 	<ul style="list-style-type: none"> - At times tries to use Spanish in class. - Often relies on others to produce the language. 	Seldom makes any effort to use Spanish during class.
Cooperative learning	<ul style="list-style-type: none"> - Use time productively when working in pairs or groups. - Participates fully as a member of the group. 	<ul style="list-style-type: none"> - Uses time somewhat productively when working in pairs of a group. - Partially contributes in groups. 	Makes little or no contribution in pairs or in groups.

9-12 points = A

7-9 points = B

4-6 points = C